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ABSTRACT

To determine the effectiveness of special education and transition planning for students with disabilities in Texas, a 6-year study was conducted between 1990 and 1996. Data for the first 5 years were collected, analyzed, and reported by the Texas Education Agency, but the Region XI Education Service Center was designated to complete the sixth year of the study. This document reports the procedures for the collection and analysis of the final year of data collected in 1996 through surveys and document reviews. Components of the study were designed to assess the experiences of students with disabilities in employment; independent living; recreational, social, and leisure skill acquisition; and secondary education. The focus was on individual transition planning. The information gathered in this year will be used with information from other years of the study to design a new series of effectiveness studies. Findings show that most students found jobs through referral by friends or family or on their own and that service agencies played a relatively minor role in placing students in jobs. The majority of graduates surveyed thought that their high school experiences had prepared them adequately for their jobs. More than half the students in the longitudinal sample of approximately 953 students and 85% in the transition sample of about 425 students made less than $12,000 a year. Most graduates lived at home with their parents or other family members. The vast majority did not continue their education after leaving high school. Recommendations made for program improvement center on better delivery of transition services and improved communication about program services. Five appendixes contain references, some data collection instruments, a summary of data collected in the 1995-96 school year, a list of districts responding during that year, and a description of nine study focus groups. (Contains 4 figures, 14 tables, and 5 references.) (SLD)

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Special Education Effectiveness Study

Technical Report 1995-1996

TM029349

a project of Education Service Center Region XI

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Special Education

Effectiveness Study

Technical Report

1995-1996

Final Report of the Special Education Effectiveness Studies Conducted 1990-1996

The views contained herein do not necessarily reflect the position or policy of the funding agency. No official endorsement by the Texas Education Agency should be inferred.

Special Education Effectiveness Study
Technical Report
1995-1996

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Acknowledgments

The project staff wish to thank the many people who have assisted with the final year of this project referred to as the Special Education Effectiveness Studies. The cooperation of school personnel, the participants of this study, and their care givers have been invaluable and deeply appreciated. A special thanks to those who participated in the nine focus groups held around the state. The information obtained through the comments and suggestions of the focus group participants has contributed to the redesign of the study for subsequent years. The efforts of the Texas Education Agency to investigate outcomes of students with disabilities will provide information to state and local agencies to improve programs and services.

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PREFACE

In 1990, the Individuals with Disabilities Education Act (IDEA) made transition planning a requirement of the individual education program (IEP) of students who receive special education services in public school. The Admission, Review, and Dismissal (ARD) committee must consider each student's needs, preferences and interests to develop an instructional program in order to promote a successful transition from school to post-school activities. These activities include postsecondary education, vocational training, continuing and adult education, independent living, or integrated employment.

In order to determine the effectiveness of special education and transition planning for students with disabilities in Texas, a six-year study was completed between 1990 and 1996. Data for the first five years of the study were collected, analyzed and reported by the Texas Education Agency (TEA). Due to decentralization of specific technical functions of TEA, the Region XI Education Service Center was identified to complete the sixth year of the study. This document reports the procedures for the collection and analysis of this final year of data collected in 1996. Recommendations are provided based on the findings of all six years of the Special Education Effectiveness Studies.

The results of the information gathered during this last year, as well as the previous years of the study, will influence the design of a new series of effectiveness studies. These studies will continue to investigate the education experiences and outcomes of students with disabilities who receive special education services in the public schools of Texas.

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Abstract

This document summarizes findings for year six of the longitudinal and transition components of the Special Education Effectiveness Studies. The components were designed to assess experiences of students with disabilities in each of the following functional life-skill areas: employment; independent living; recreational, social, and leisure skill acquisition; and postsecondary education. This document will also reiterate findings and recommendations from previous years of data collection and analysis.

The primary purpose of the Special Education Effectiveness Studies was to assess the overall effectiveness of special education in developing students' life skills, and particularly the individual transition planning process. This project was originally implemented by the Texas Education Agency (TEA) in 1990. Due to the decentralization of specific technical assistance functions of TEA in accordance with Rider 44 of Article III of the General Appropriations Act of 1995, the Region XI Education Service Center was identified to continue work on the Special Education Effectiveness Studies. The Region XI Education Service Center gathered data during the 1995-1996 school year for the longitudinal and transition components of the Special Education Effectiveness Studies. The Studies were designed to answer the following questions:

- What employment experiences do students with disabilities have while participating in, and after leaving, the public school system?
- To what extent do students with disabilities live independently after leaving the public school system?
- What recreational, leisure, and social experiences do students with disabilities have when leaving the public school system and how do these experiences change as a function of leaving the public school system?
- What postsecondary education experiences do students with disabilities have after leaving the public school system?
- What are characteristics of effective individual transition planning?
- What are barriers to effective individual transition planning, and how might those barriers be overcome?
- What has been the relative impact of establishing individual transition planning upon the outcomes and experiences of students with disabilities after leaving the public school system?

Project History

The studies referred to as the Special Education Effectiveness Studies were originally implemented per mandate of the 71st Legislature in Senate Bill 417, Section 3.05. At the same time a Memorandum of Understanding (MOU) on transition planning for students receiving special education services was authorized by Texas Education Code (TEC) §21.510 and incorporated into the State Board of Education rule (19 Texas Administrative Code (TAC) §89.246), effective September 1990. The studies were intended to evaluate the effectiveness of special education programs in Texas. An impetus to conducting these studies is a need to anticipate and address the transition needs of students in order to facilitate a smooth emergence from school into adult life. With the growing numbers of students identified to receive special education services, it was necessary to ensure that resources, both financial and human, were invested wisely to enable students with disabilities a smooth transition. There was historical evidence that students with disabilities did not fare as well as peers without disabilities after leaving public schools. Young adults with disabilities were associated with low-paying jobs, low-skilled jobs, limited opportunities for advancement; were unlikely to pursue postsecondary training or education; and continued to live at home with family. Awareness of research suggesting that transition planning was crucial to adult success, as well as questions raised about the quality implementation of the MOU, led to the need to conduct long-term investigations in Texas.

The process of meeting the mandate set by the 71st Legislature began by conducting an extensive literature review of follow-up and follow-along studies in the United States to establish a framework for subsequent components of the study. Along with the extensive literature review, one of the first components of the Effectiveness Studies was initiated, a retrospective study of former students of special education programs to determine the extent to which a sample of former students had successfully integrated into their communities one to three years after leaving the public school system. Results of the literature review and the retrospective study were presented in a report to the Texas Legislature in February of 1991 and published in the same year (Texas Education Agency, 1991).

Along with the retrospective study, three other components comprise what is referred to as the Special Education Effectiveness Studies. Collectively these components assess the overall effectiveness of special education programs, particularly the transition planning process, in developing life skills of students with disabilities. All four components will be discussed in more detail in this report.

Longitudinal Component

The longitudinal component was designed to examine the real world experiences of a group of students from the year in which they graduated from high school up to a minimum of their fifth year after exiting high school. This component was initiated during the 1990-1991 school year. Information gathered from existing data indicates that approximately 953 students from 64 school districts across Texas and representing all disability categories were sent an initial questionnaire. This component represented a random sample of students who, for the most part, did not benefit from transition planning. In the first year of data collection for this component, information was gathered via a survey instrument about instructional and support services the students received while in high school. Items on the survey instrument also inquired about the students' experiences in each of the four domains of employment, independent living, recreation and leisure, and postsecondary education. Each year, between rounds of data collection, the survey instrument was updated with the input of a project advisory committee working in conjunction with TEA staff. The procedures and results of the first two years (1993a) and first four years (1994b) of the study were published by TEA.

Transition Component

The transition component was designed to track the experiences of two cohorts of students through their high school careers and after leaving the public school system. The purpose was to examine the formal transition process for students exiting the public school system. The transition component was initiated during the 1991-1992 school year. Information gathered from existing data indicated that approximately 500 students, representing both cohorts, were sent initial questionnaires. The first of the two cohorts involved approximately 175 students, aged 18 or older, who exited the public school system in the first full year of the implementation of the Individual Transition Plan (ITP) for each student. The second of the two cohorts involved approximately 250 students, typically under age 18, who were receiving special education services at the time the ITP requirement took effect. Participants in the transition study were chosen by school district personnel from among students meeting the study's eligibility guidelines. Therefore, the statistical representation of the number of students in each disability category was somewhat skewed.

There were two different instruments used to collect data for the transition study. One instrument was developed to be used with students in school. The other instrument was the same as that used in the longitudinal study and was given to students no longer in public school. The first four years of the study were reported by TEA (1994b).

Retrospective Component

The retrospective component was designed to study a cross-sectional sample of students who received special education services and had graduated by the summer of 1990. The purpose of this component was to determine the extent to which former students had integrated into their communities in the one to three years since leaving the public school system. This component was completed during the 1991-1992 school year. Results were reported to the State Board of Education and the Texas Legislature in February of 1991.

Family-Community Case Study Component

The family-community case study component was designed to examine closely the individual transition planning process

Project History continued

experienced by 27 students in six school districts across Texas. The students, their parents, family members, teachers, administrators, transition coordinators, and employers (when feasible) were interviewed about the transition process and the student's goals and experiences in the four domains investigated by the study: employment, recreation/leisure, independent living, and postsecondary education. This component was completed during the 1991-1992 school year. The qualitative data gathered from multiple informants made it possible to extract a general description of transition planning as it was implemented in each of the six districts. Common obstacles to effective transition planning and recommendations to overcome these obstacles were also generated from the qualitative data. TEA (1993b, 1994a) disseminated information upon completion of this component of the Special Education Effectiveness Studies.

Time Frame for Components of the Effectiveness Study

	Year 90-91	Year 91-92	Year 92-93	Year 93-94	Year 94-95	Year 95-96
Program Effectiveness						
Retrospective Component		X				
Longitudinal Component	X	X	X	X	X	X
Quality/Impact of Transition Planning						
Family-Community Case Study		X				
2-Cohort Transition Component		X	X	X	X	X

Procedures and Methods

The Region XI Education Service Center (ESC) began work to complete data collection for the 1995-1996 school year for the longitudinal and transition components of the study in March of 1996. As outlined in the Standard Application System (SAS) for the Special Education Effectiveness Studies, Region XI ESC was responsible for contracting with approximately 100 districts statewide to answer survey questions on employment, living conditions, recreation and leisure, and postsecondary experiences of students exiting the public education programs. Region XI ESC revised the survey used to collect the information, identified districts, develop contracts, and collected and analyzed data from the surveys. Region XI ESC will be responsible for reporting the results to TEA and disseminating statewide the information collected on the surveys. IDEA-B discretionary fund was the funding source for this project.

The following outline provides a brief account of procedures and activities completed for the sixth year (1996) of the effectiveness studies.

March
- Obtained names and identification numbers of students involved in the longitudinal component of the project.
- Obtained lists of school districts participating in the longitudinal and transition components from TEA.

April
- Revised and printed the survey instruments used to collect data.
- Sent contracts to school districts participating in the longitudinal component.
- Identified contact persons for each district wishing to continue to participate in the project.
- Sent survey instruments to identified contact persons for participating districts.
- Obtained names and identification numbers of students involved in the transition component of the project from TEA.

May/June
- Provided technical assistance to school districts participating in the data collection effort for the longitudinal component.

June/July
- Sent contracts and survey instruments to school districts identified as having previously participated in the transition component.
- Provided technical assistance to districts participating in the data collection effort.
- Coded and entered data into a database system.
- Reimbursed districts for data collection services. Districts were compensated $50.00 for each survey returned to Region XI ESC.
- Established locations for statewide focus groups.

August
- Continued to code and enter data into a database.
- Initiated preliminary analysis of data collected.
- Conducted focus groups at nine locations around the state.

September/ October
- Analyzed data collected for longitudinal and transition components.
- Summarized findings from the August focus groups.

November
- Drafted report of longitudinal and transition data collected during the 1995-1996 school year.

December
- Developed and launched a website on the Internet, to disseminate project findings, collect further input from interested stakeholders, and provide ongoing updates related to project goals and accomplishments.

Focus Groups

Initial results of this current round of data collection, as well as a history of the study, were disseminated to participants of focus groups at nine different locations statewide during the month of August. En lieu of a project advisory committee Region XI ESC project staff proposed the development of several focus groups around the state to address local issues of concern relating to the effectiveness of special education and transition services. Participants of these focus groups were responsible for reviewing data and findings from the study, drawing conclusions from the findings, and making recommendations to promote the effectiveness of special education services. Participants were also asked to make recommendations on issues requiring further follow-up and future study. Participants of the focus groups were nominated by Education Service Centers around the state. Adult service agencies, legislative offices, as well as advocacy groups, were contacted and an invitation was extended to attend these meetings. Resulting participants of the focus groups included representatives from local school districts, regional service centers, community colleges, adult service agencies, advocacy groups, the legislature, parents, and students. (See Appendix E.) The dates and locations of the nine focus groups were as follows:

August 2, 1996	Region IV Education Service Center Houston
August 5, 1996	Region XIII Education Service Center Austin
August 9, 1996	Region XI Education Service Center Fort Worth
August 13, 1996	Region X Education Service Center Richardson
August 14, 1996	Region I Education Service Center Edinburg
August 16, 1996	Region XV Education Service Center San Angelo
August 20, 1996	Region VII Education Service Center Kilgore
August 27, 1996	Region IX Education Service Center Wichita Falls
August 29, 1996	Region XVI Education Service Center Amarillo

Focus Group Questions

Focus group participants were presented with four questions for discussion related to effectiveness and transition issues. The discussion was facilitated via a brainstorming format with the facilitator seeking clarification on comments as the discussion proceeded. The questions posed to the groups were as follows:

Question 1: How could you tell that a special education (transition) program is effective? For the student? For the community?

Question 2: If you were to plan for such a program in your community, what kinds of information would you need?

Question 3: What are the key factors that make a transition program from school to adult life successful?

Question 4: What barriers do you see to the success of such a program? Can you propose solutions?

The comments documented from all participants involved in this activity at the various locations around the state were summarized according to each of the questions posed. The information gathered through this activity illuminated what works and does not work, according to the perceptions of focus group participants.

Comment Summary For Question 1

How could you tell that a special education (transition) program is effective?

With regard to the school context a special education program is viewed as an effective program when teams within the school function without regard to labels, meaning there is no separatist distinction of a student or program being either regular or special education. School personnel do not see special education as a separate issue or concern. Special education is seen as a service and not a place for "special" students. The learning environment is inclusive, integrated, and responsive to the needs of all students. An effective program is student-driven. Program planning is seen as a crucial activity. Program goals and objectives are realistic and correspond to the needs of the current job market. All teachers and administrators receive training on inclusive issues as well as the ITP/IEP process. Transition teams serve as an available resource for students. Within the school environment there is evidence that peer and teacher acceptance and support exists.

Within an effective program administrators value professional educators who teach students with special needs. In turn, the professional educators feel satisfied with the program because they are involved in the planning and implementation phase of the program. Their satisfaction or dissatisfaction is acknowledged by school administrators. Transitory issues or fleeting legislation have minimal effect on program effectiveness. The program is grounded in proven, realistic, best-practice techniques. A system for students' follow-along and follow-up is utilized to evaluate program effectiveness. Findings and recommendations from program evaluation studies serve as a basis for changes made to the program in order to ensure continued student success.

An effective program offers real-world work experiences for students. Functional diagnostics and assessments are utilized to identify student strengths and areas of need. Redundant diagnostics are eliminated, and there exists collaboration with regard to assessment from all agencies involved with a student.

Focus Groups (continued)

Specific results from vocational aptitude and interest tests are deemed useful in making good job matches for the student. There exists a continuity between academic instruction and the "real world." The effective program is viewed as holistic in that training/instruction promotes independence, assertiveness and self-advocacy. Students are empowered to develop their own goals. All students attend their own IEP meetings. It is evident in an effective program that the ITP drives the IEP. The student is asked if he or she is satisfied with the program and outcomes.

An effective program is evidenced by a student who believes what he or she is doing in school is real and worthwhile. The student acknowledges personal and program expectations and works towards them. The student performs at his or her maximum potential. In effective programs, appropriate skill modeling is demonstrated, along with increased self esteem and self worth, participation in community activities, participation in extracurricular activities, peer to peer interaction, and inclusion in the school environment. Over time the student requires less external direction to complete activities necessary to achieve personal, academic and vocational goals. The student is observed to communicate his or her need to be considered a person first. The student envisions success and is energetic about the next step in his or her future. The student accepts his or her disability and is able to communicate information to others about the disability. The student is able to express accommodation or modification needs and accesses technological support if needed. The student exhibits appropriate social skills, including teacher-pleasing skills that will later become employer-pleasing skills. A program is considered to be effective when students can read, when the number of students who graduate and do not return to school for help increases, and when students do return to school to report their successes.

Another indicator of an effective program is increasing numbers of students who become life-long learners. Students and young adults seek continuing education after high school. Students are enrolling in postsecondary education and training program. The number of students graduating from postsecondary institutions is increasing. The perception of educators toward students with disabilities is evolving into the expectation is that these students can achieve success. Within the postsecondary education and training environment students are actively seeking accommodation needs and utilizing technological supports when needed.

An effective program is seen by the focus group participants as an extension of the larger community. Mentorships that bring together members of the community with students are encouraged. Employers within the community are trained on disability-accommodation issues. Public awareness of successful program attributes as well as successful student abilities are addressed. An effective program is evidenced by a community that is actively planning for inclusion of all people with disabilities. Students and young adults with disabilities are visible in all aspects of community life.

Effective programs provide a "real" vehicle for parent involvement. Parents are encouraged to be visible in the school environment, be active in planning, ask questions, and contribute at all grade levels. Parent education is ongoing as the student moves through the educational system towards life after high school. Financial incentives to spur parent participation in parent training/education programs is considered a viable option. Parents are visible and active at IEP and ITP meetings. Parent expectations for their child are considered valuable information, as well as parent satisfaction with the program and student outcomes. An effective program encourages parent-to-parent communication and advocacy with other parents of students with special needs, as well as with parents of students without disabilities.

An effective program prepares students for employment. Students demonstrate skills necessary to gain and maintain employment in the community. These skills include, but are not limited to, assertiveness skills, conflict resolution, personal goal setting, social skills, interpersonal communication skills, ability to make informed choices, as well as other employer-pleasing skills. Young adults are seen by employers and co-workers for their abilities not disabilities. Students and young adults are observed to interact with customers and co-workers. Promotions and raises are not uncommon. Young adults are seen as competitors in the local workforce. Students and young adults select job opportunities based on abilities, interests, and intrinsic motivation to meet personal career goals. Students and young adults are satisfied with the options available and choices made. Within the work environment the student or young adult demonstrates knowledge about his or her disability and demonstrates an ability to communicate to the employer any workplace accommodation needs. An effective program is evidenced by the rising number of students remaining employed or operating his or her own business.

An effective program provides a support system that nurtures necessary skills and attitudes of students. At an early age students are set up to succeed. Parents demonstrate active involvement in student planning and are supportive of students' dreams and desires. Parents serve as community role models for students and other families. An effective program is evidenced by education and service agencies working in collaboration to ensure that the needs of the student are met. Service providers are eager to work with the student and his or her family. Within this framework of support there are measures in place to encourage independence for the young adult and his or her family so that support is gradually reduced over time. For those students who will not become fully independent there are systems in place to provide ongoing support and services after high school.

Effective programs result in employers recognizing benefits from hiring students or young adults with disabilities. The employer reports back to the school the successes of students employed and makes a point to ask teachers if other students are seeking employment. The employer expresses satisfaction with his or her employees. The jobs available are "real jobs". Students are

Focus Groups (continued)

encouraged to enter an open and competitive labor market. Natural support systems in the workplace are utilized by the employer. The employer does not identify students or young adults as "special-education kids."

An effective program prepares students for independent living. Students demonstrate an ability to manage their own finances, access transportation options, access generic community resources, and access adult service agencies when necessary. The student or young adult knows how and where to seek assistance. The student or young adult is able to identify and interact with people that are supportive and can contribute to his or her success. Parents are encouraged to share in the awareness that someday their child will be moving out of the family home. The student or young adult acknowledges that he or she is a contributing member of the community. The student or young adult engages in recreation and leisure programs outside of the work environment. They attend church, belong to civic clubs, vote for political offices, engage in other community functions, and invite friends over for dinner. The student or young adult is allowed to and is able to take risks in order to grow in his or her personal development.

Comment Summary For Question 2

If you were to plan for such a program in your community, what kinds of information would you need?

In order to plan for an effective program, it is necessary to identify the key players involved in planning and implementation of the program. Those involved in planning look at the successes and failures of similar programs. People involved in planning and implementation need to adopt a common mission or statement of vision to ensure that everyone is on the same page and that there are no competing agendas. Identify "buy-in" incentives for all participants involved in planning and implementation. A broad needs assessment of the school, businesses, and local community as a whole, as well as a survey of students' needs, will provide pertinent information for planning. It is also necessary to identify legislation that impacts the program and legal interpretations of this legislation. Timelines for implementing the program must be identified.

Several other essential pieces of information needed for planning an effective program are the identification of desired skills to be learned, learning environments, best-practice training and teaching methods, student demographics, individual student capabilities, effective student-teacher ratios, both qualifications and numbers of available staff, and realistic program goals. Related information considered important to planning includes local labor-market demands and projections, employment alternatives, supported-employment opportunities, assistive-technology options, knowledge of business language, requirements of the Americans with Disabilities Act (ADA), occupational profiles, waiting lists for support services, transportation options, hallmarks of independent living, available training sources for education staff, costs for support services, and funding sources.

Comment Summary For Question 3

What are the key factors that make a transition program from school to adult life successful?

Factors that contribute to a successful transition program include enthusiastic and well trained staff. Teamwork and open communication are essential. The program's mission must have clear, measurable goals. All educators, students, and parents need to have a clear understanding of the concept of transition. An accountability system needs to be developed that is responsive to change in order to make the program more successful and to track the needs and progress of students involved in the program. Aspects of other successful transition programs should be incorporated into this program. Administration commitment and support for planning efforts, implementation, and early intervention are viewed as a key factors to success. The implementation of the program must be student-centered and include realistic student expectations. Educators need to anticipate potential outcomes. Additional funding for "transition" is also identified as a key factor for a successful program.

Parent involvement is a necessary element to the transition program. It was recommended that a neutral site for IEP and ITP meeting may be optimal for parent participation. A pre-IEP and pre-ITP meeting with the student may lessen the apprehension for the student. It was also recommended that the IEP and the ITP be merged to one process, one document.

With regards to the Memorandum of Understanding (MOU) on transition planning, all signatory agencies involved in the MOU need to make a serious effort to assist and support students with disabilities throughout the transition process. This collaborative effort must start at the local level.

Other factors that may contribute to a successful transition program include access to community resources, teaching "real" life skills to students, mentoring programs, access to and utilization of technology, availability of a continuum of support as the student leaves high school, adopting best practices of businesses into the program, increased visibility of the program through a public-relations effort, partnerships with businesses, peer support groups, and access to job fairs for all students.

Comment Summary For Question 4

What barriers do you see to the success of such a program? Can you propose solutions?

A major barrier to program success is the perception that educators are stretched too thin to put quality time and effort into the transition endeavor. Teacher caseloads are viewed as too unwieldy. Funding reductions and high enrollment in special-needs programs have contributed to staff stress. Special educators perceive that administrators and school board members see them as substandard and not qualified to teach "regular students." This sentiment is reinforced by the comment that only

Focus Groups (continued)

leftover or retired technology is used for special education programs as a whole. Educators feel that the top-down approach places unrealistic expectations upon them. Ongoing staff training is viewed as inadequate and there is no opportunity for "grass-roots" creativity. It is also viewed that inadequate supports are provided for the implementation of legislative mandates. Focus group participants felt that there exists a fear of change on the part of most educational institutions.

For many the ITP is considered just a piece of paper and not a vital process with concrete outcomes. The ITP most often does not drive the IEP process. Meetings are viewed as lasting too long. The question arose, "Do all students receiving special education services realistically need an ITP?" When the cost of obtaining services for a student is measured against student needs, cost considerations win. Schools are more involved with complying with legislative mandates than actually taking a close look at the needs of students and accommodating those needs. There is a lack of political support and follow-through for legislative mandates.

Inadequate collaboration and commitment on the part of MOU entities is noted to be a barrier to a successful transition program. There is an expressed frustration by those who provided feedback on the development of the MOU that their comments were not valued and therefore did not have an impact on positive change with regard to transition programs. Are their voices heard? It is perceived that adult service agencies do not have the flexibility to attend IEP and ITP meetings. There exists no incentive for collaboration, each agency has its own agenda, and there is no central point of contact for obtaining services. Many times it is difficult to obtain basic information on services provided in the community. Due process is seen as a deterrent to agency involvement.

Other barriers to successful transition programs include the employer's perception that hiring a "special-ed kid" is a liability. The "special-ed" label itself is a deterrent to obtaining employment. Furthermore, poor public awareness of transition programs, a lack of an appropriate curriculum to teach transition skills, and limited parent interest or involvement in the transition process are also barriers that contribute to limited student success. Problems include poor reading skills, inadequate social skills, lack of exposure to standardized tests, over-accommodation at younger ages, lack of accommodation at older ages, as well as lack of exposure to careers and on-the-job training.

Historically, special education programs generate a lack of trust in the educational system as evidenced by many unfulfilled promises. There exists a lack of follow-up with students who have left programs that offer transition services. The current system is referred to as "early retirement" for students because of the disincentives resulting from government programs (SSI, welfare, and entitlement), as well as involvement of students in selling drugs. These disincentives provide no momentum toward employment and independence.

Issues Related to the Sample and Analysis

One of the most significant drawbacks to longitudinal follow-up studies is the impact of attrition on the original sample. The effect of attrition in this study has made interpretation of the results challenging if not downright confusing. Although nearly 1,000 students comprised the original longitudinal sample, only 171 of those responded to the 1996 survey. Many students could not be located, and quite a few of them refused to continue participating in the study. Only 121 students responded from the original transition sample. The number of in-school transition students who responded (less than 20) was insufficient for analysis.

The original sample for the longitudinal component was statistically designed to mirror the school-age, special education population in the State of Texas at that time. Since the majority of special education students are not characterized by severe disabilities, the longitudinal sample was comprised mostly of students with speech and learning disabilities. Students with these less severe disabilities have a better chance of landing and keeping higher-paying jobs, successfully completing postsecondary training, and living independently.

In an attempt to compensate for the over-representation of students with milder disabling conditions, the sample for the transition component intentionally included much higher proportions of students with severe disabilities. These students were administered the in-school survey until they graduated. After graduation, they were given the set of longitudinal survey items. As responses for the original longitudinal sample are compared with those for the transition sample on the same items, it is important to keep in mind how distinctly the two samples differ.

Attrition is also responsible for the extremely small numbers of responses in many analysis categories, such as disability type, district, county, geographic status, etc. Originally, comparison of results among several of these demographic variables was planned. The numbers of students responding by 1996 was not sufficient to enable these types of analyses.

Another impediment to drawing conclusions across time was the inconsistency in item wording and inclusion in both surveys. Several items were changed, dropped, or added on both surveys between 1991 and 1995. This has nearly the same effect as deleting these items from the survey all together, since responses from different items cannot be compared.

Finally, one unanticipated source of inconsistency was the unavailability of data from past years of the study. The project staff were unable to continue some of the analyses reported in the 1994 report from TEA. What little data were available did not enable matching records with prior samples. In addition, the demographic portion of the data was kept in a separate file and was never located. Thus, many of the comparisons between disability categories and other factors were not possible with the 1996 data.

In an attempt to rectify these shortcomings and account for them in the design for the next phase of this transition study, the project staff plan to institute the following measures:

- Samples will be stratified according to several demographic variables, all of which shall remain attached to each response record throughout the course of the study. (See the final section, "Future of The Texas Special Education Effectiveness Study," for a full description.)

- Samples will be sufficiently large to allow profile comparisons among the demographic categories across the duration of the study. Item content will remain constant across the duration of the study.

- Alternatives will be designed and offered for data collection strategies, including computer diskettes and an on-line survey on the Internet.

- A modestly sized control group of nondisabled student will also respond to the longitudinal survey. This will provide another comparison for the demographic profiles and long-term employment and postsecondary education components.

- Project staff plan to incorporate the input of more diverse populations into the use and interpretation of the data. One way to achieve this goal will be to conduct periodic focus groups of target populations (e.g., special education students and their parents) to solicit feedback. Another vehicle will be the transition website on the Internet. In addition to a guest book where visitors can identify themselves and provide comments of any kind, there will also be a message board addressing specific transition issues and topics. Anyone can access a topic on the message board, read previous responses on the topic, and share comments in response to it. Project staff will periodically summarize feedback in an on-line "syndicated column" on the website.

These and other aspects to be addressed or included in the project in ensuing years are addressed in detail in a later section of this report, entitled "Future of The Texas Special Education Effectiveness Study."

Findings

The findings reported here update upon those presented in the Texas Education Agency's technical report entitled *Transition Outcomes and Issues for Students Receiving Special Education Services* (1994b).

What employment experiences do students with disabilities have after leaving the public school system?

Graduates of both the longitudinal and transition components of the Special Education Effectiveness Studies were asked how they went about finding employment. They were also asked about their current employment status, job presently held, wage information, and what benefits they have received.

What was termed the "self-family-friend" network appeared to be the main avenue used when seeking employment. Graduates in the longitudinal component continued to use the "self-family-friend" network as the primary means of finding work. The survey found that 47.3 % of respondents relied on self, 6.4% relied on help from friends, and 18.2% used family as a source for finding work, for a total of 71.9% of all responses. Transition component respondents use self and family (19.2%) equally. The "self-family-friend" network accounted for a total of 51.9% of all responses, which was a substantially lower figure than in the longitudinal component.

Other agencies were also reported as being helpful in finding current employment. In the longitudinal study, 4.5% of the respondents were assisted by Texas Rehabilitation Commission (TRC) and 3.6% found Texas Department of Mental Health and Mental Retardation (TXMHMR) to be helpful. In contrast, the respondents in the transition component utilized these two agencies at a higher rate with 7.7% receiving help from TRC and 15.4% using TXMHMR.

Table 1 Person or Agency Most Helpful to Graduates in Obtaining Current Job

Longitudinal Component	
Self	47.3%
Friend	6.4%
Family	18.2%
School personnel	8.2%
Texas Workforce Commission	0.9%
Texas Rehabilitation Commission	4.5%
Texas Commission for the Blind	0.0%
Texas Department of Human Services	0.9%
Texas Department of MH/MR	3.6%
JTPA/Private Industry Council Program	0.0%
Other	10.0%
Transition Component	
Self	19.2%
Friend	13.5%
Family	19.2%
School personnel	17.3%
Texas Workforce Commission	0.0%
Texas Rehabilitation Commission	7.7%
Texas Commission for the Blind	0.0%
Texas Department of Human Services	0.0%
Texas Department of MH/MR	15.4%
JTPA/Private Industry Council Program	0.0%
Other	7.7%

Even after being out of school five years, 8.2% of graduates in the longitudinal component reported using school personnel as the primary resource for finding current employment. Of the graduates participating in the transition component twice as many (17.3%) identified school personnel as being most helpful in finding their current job. Table 1 summarizes information on persons or agencies most helpful in obtaining current employment.

Participants of both the transition and longitudinal components were asked to respond to a question about having a personal information sheet, resumè, or vita to assist with filling out job applications. Of the graduates responding to this question, 22.6% of the participants of the longitudinal component and 32.2% of the participants of the transition component were identified as possessing such a document.

Participants' jobs were classified by title in conjunction with the United States Department of Labor's Dictionary of Occupational Titles (DOT). This standard classification system showed that participants of the study who were no longer in school were most likely to be employed in the services occupations (24.8% of respondents of the longitudinal component and 32.0% of respondents of the transition component). Miscellaneous occupations accounted for 25.7% of the longitudinal component and 22.0% of the transition component. According to the DOT, miscellaneous occupations include transportation occupations, packaging and materials handling, production and distribution of utilities, amusement, recreation, motion picture, radio and television occupations, and occupations in graphic art. Clerical and sales occupations made up the third largest category of work reported by participants of both the longitudinal (19.0%) and transition (16.0%) components of the study. Other occupations reported by respondents are listed in Table 2.

When asked if participants were employed during the previous six months, 77.7% of the longitudinal component respondents indicated that they were employed as well as 65.8% of the transition component respondents.

Participants were asked to describe their primary daily activity in order to clarify the nature of their occupations. Participants in the longitudinal component indicated that 41.5% were engaged in full-time, competitive employment, whereas only 16.8% of transition component respondents reported that they were similarly engaged. Those who selected unemployed as their primary daily activity accounted for 14.5% of the longitudinal component and 18.5% of the transition component. Figure 1

Findings (continued)

Table 2 Participants' Types of Jobs Held During the Study

Longitudinal Component

DOT Classification	1 Year After High School	5 Years After High School
Service	35.0%	24.8%
Miscellaneous	22.0%	25.7%
Clerical	14.0%	19.0%
Machine Trades	5.0%	8.6%
Structural Work	8.0%	8.6%
Agricultural	4.0%	1.9%
Benchwork	2.0%	0.0%
Processing	8.0%	2.9%
Professional	2.0%	8.6%

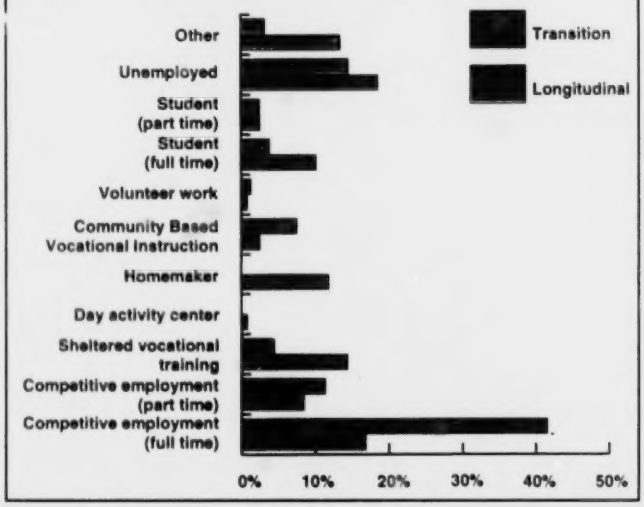
Transition Component

DOT Classification	1 Year After High School	4 Years After High School
Service	33.0%	32.0%
Miscellaneous	18.0%	22.0%
Clerical	10.0%	16.0%
Machine Trades	0	8.0%
Structural Work	6.0%	4.0%
Agricultural	0	4.0%
Benchwork	10.0%	10.0%
Processing	0	2.0%
Professional	0	2.0%

summarizes daily activity options selected by participants of both components.

Participants were asked to respond to questions pertaining to the number of hours worked per week, hourly wage and annual income. In the longitudinal study, 55.7% of the employed participants reported working 40 hours or more a week in contrast to 27.5% of those in the transition study. The greatest number of transition component respondents who were employed reported working between 20 and 30 hours per week (29.4%) as opposed to employed respondents of the longitudinal component (14.2%).

Figure 1 Participants' Primary Daily Activity



A large percentage of respondents in both the longitudinal (30.0%) and transition (58.4%) components reported making less than $5.00 an hour. At the time of data collection the minimum wage for full-time employees was $4.75 per hour, according to the Texas Workforce Commission. Among participants making between $5.00 and $7.00 per hour were 37.0% of longitudinal component respondents and 29.2% of transition component respondents. When asked about annual income a majority of respondents of both components reported making less than $12,000 per year (longitudinal 58.0%, transition 85.8%).

Participants of both components of the study were asked about receiving fringe benefits associated with their current employment. Equal proportions of respondents in the longitudinal (40%) and transition (39.2%) components reported not receiving any type of fringe benefit. The most common type of fringe benefit received by both components was paid overtime (55.2% longitudinal, 29.8% transition). Table 3 summarizes the percentages of fringe benefits reported by respondents of both components. Participants were asked to respond to individual perceptions for receiving equal chance for promotion. In the longitudinal component, 62.2% of the respondents perceived they had an equal chance for promotion compared to only 26.4% in the transition component. When asked about satisfaction with the current job, most respondents in both components reported that

Table 3 Fringe Benefits Received by Participants

Longitudinal Component

Paid vacations	50.4%
Paid overtime	55.2%
Paid sick leave	43.9%
Paid life insurance	36.0%
Paid/partially paid health insurance	44.7%
Paid/partially paid dental insurance	32.7%
Retirement	32.7%
Free Meals	23.4%
Equal chance for promotion	62.2%
Employed without fringe benefits	41.3%

Transition Component

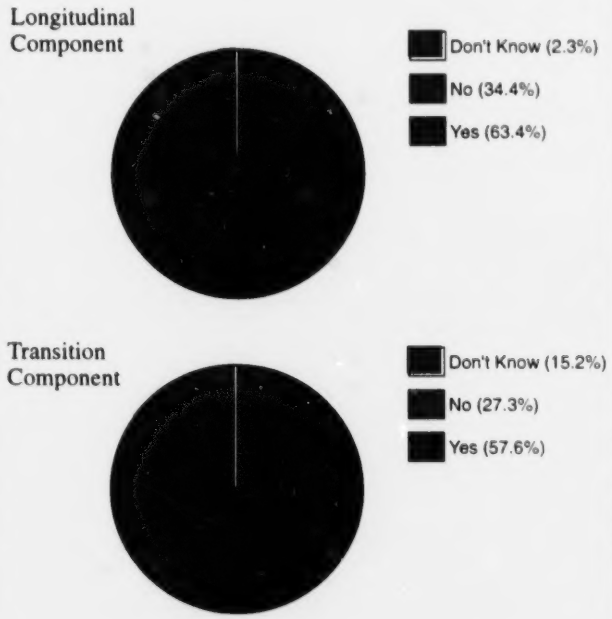
Paid vacations	21.1%
Paid overtime	29.8%
Paid sick leave	12.3%
Paid life insurance	8.9%
Paid/partially paid health insurance	19.6%
Paid/partially paid dental insurance	7.1%
Retirement	5.4%
Free Meals	16.4%
Equal chance for promotion	28.1%
Employed without fringe benefits	26.4%

Findings (continued)

they were somewhat-to-very-satisfied with their current job (89.6% longitudinal, 95.8% transition).

Participants were asked if they felt their high school experiences prepared them for their current job. Over half of both the longitudinal (63.4%) and the transition component (57.6%) reported that their high school experiences prepared them for their current job. (See Figure 2.) When asked how many different employers participants had since high school, a little more than half of all respondents in both of the components reported having had three or fewer jobs since high school. Among respondents of the longitudinal component, 17.0% reported having no employer since high school; whereas, 39.0% of transition component respondents reported having no employer since high school.

Figure 2 **Perceptions of School Effectiveness in Preparing Students for Their Jobs Following High School**



Participants were asked to identify factors that make it difficult to work, or if already employed, difficult to find more suitable employment. The most commonly identified impediment to employment for respondents in the transition component was health and/or medical conditions (29.9%). Only 16.3% or the respondents in the longitudinal component reported health and/or medical conditions as an impediment to employment. High percentages of respondents in both components reported that lack of jobs in the community, lack of jobs in the community for which respondents were trained, and lack of training for jobs available locally were impediments to finding employment or obtaining more suitable employment. Table 4 summarizes percentages for both components.

Table 4 **Difficulties Reported in Securing Employment**

Longitudinal Component

Nature of Difficulty	1 Year After High School	5 Years After High School
Lack of jobs in the community	14.0%	20.0.%
Lack of transportation	6.0%	14.3%
Lack of training for available jobs	6.0%	22.9%
No one to assist with finding work	5.0%	14.5%
Other reasons	46.0%	—%
Currently in training	*	12.8%
Haven't looked/don't want to work	31.0%	16.4%
Medical/health conditions	10.0%	16.3%
Lack of accessibility	*	9.8%
No on-the-job support/no job coach	*	15.2%
Would lose benefits/lose SSI	1.0%	11.5%
Family responsibilities/children	12.0%	15.7%
No attendant care	*	10.4%
Lack of jobs for which I am trained	*	19.9%
Problems getting along with others	*	9.9%

Transition Component

Nature of Difficulty	1 Year After High School	4 Years After High School
Medical/health conditions	26.0%	29.9%
Lack of jobs in the community	26.0%	23.1.%
Lack of jobs for which I am trained	*	18.3%
Lack of training for available jobs	17.0%	10.2%
Lack of transportation	17.0%	17.4%
Other reasons	23.0%	—%
No on-the-job support/no job coach	14.0%	15.0%
No one to assist with finding work	13.0%	8.4%
Currently in training	10.0%	4.7%
Haven't looked/don't want to work	18.0%	13.6%
Lack of accessibility	14.0%	6.4%
Would lose benefits/lose SSI	5.0%	14.0%
No attendant care	5.0%	5.6%
Problems getting along with others	*	3.8%
Family responsibilities/children	3.0%	5.6%

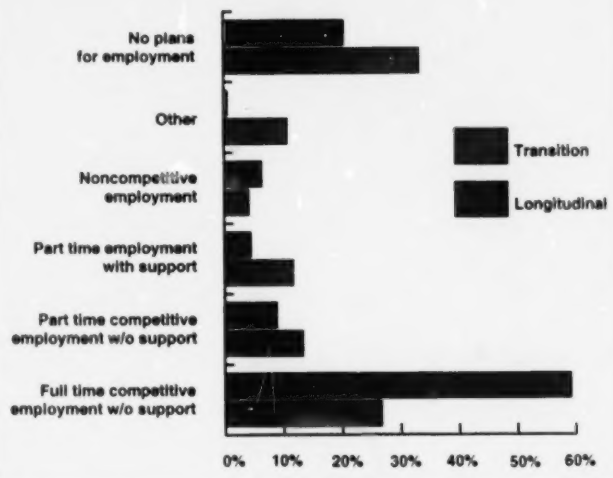
* These response options were not on the survey forms for this group in this particular year.

Participants were asked about future expectations for obtaining and keeping a job. Among the respondents of the longitudinal component 75.8% reported their level of expectation as being fairly high to very high. The percentage of respondents of the transition component who reported their level of expectation for obtaining and keeping a job in the next year was 55.4%. When asked what kind of employment situation participants expected to have in the next year, the primary response was full-time, competitive employment without support (59.2% longitudinal, 26.7% transition). Figure 3 summarizes percentages for respondents of both components.

To what extent to students with disabilities live independently after leaving the public school system?

Findings (continued)

Figure 3 Participants' Expectations for Future Employment



Graduates of both components were asked to respond to questions pertaining to residential arrangements, family status, support of independent living and unmet service needs, and expectations for independent living in the future.

As stated in technical documents describing previous findings of participants involved in the effectiveness studies (Texas Education Agency, 1994b), participants of both the longitudinal and transition components were less likely to reside at home with their parents or with nuclear families the longer they were out of school. Among participants of the longitudinal component 54.7% reported living with parent(s) or other family members, and 64.7% of respondents of the transition component reported that they live with parent(s) or other family members. The percentage of graduates remaining at home decreased each year but continued to be the primary living arrangement for both the

Table 5 The Residential Status of Former Students Over Time

Longitudinal Component

Residential Situation	At Time of Exit	1 Year After High School	5 Years After High School
Current living arrangement:			
Parents or other family members	88.0%	71.0%	54.7%
Supervised apartment	0	<1.0%	0.0%
Group home	*	2.0%	6.2%
Nursing home	*	<1.0%	0.0%%
State school/hospital	*	*	3.7%
Correctional facility/jail/prison	*	*	0.0%
College facility/dorm	*	*	1.2%
Independently alone/others/spouse	0	17.0%	32.3%
Other	12.0%	4.0%	1.9%

Transition Component

Residential Situation	At Time of Exit	1 Year After High School	4 Years After High School
Current living arrangement:			
Parents or other family members	76.0%	67.0%	64.7%
Supervised apartment	20.0%	0.0%	0.8%
Group home	*	8.0%	8.4%
Nursing home	*	2.0%	2.5%
State school/hospital	*	14.0%	9.2%
Correctional facility/jail/prison	*	0	0.8%
College facility/dorm	*	0	4.2%
Independently alone/others/spouse	*	*	5.0%
Other	5.0%	10.0%	4.2%

* These response options were not on the survey forms for this group in this particular year.

Table 6 Participant Services and Benefits Currently Receiving

Transition Component

	4 Years After High School	1 Year After High School
Services participant receives:		
Child care	0.9%	0.0%
Attendant services	5.9%	5.0%
Fiscal budgeting	5.2%	6.0%
Family support programs/services	10.0%	8.0%
Housekeeping assistance	10.2%	5.0%
Transportation	14.9%	18.0%
Other		26.0%
Benefits participant receives:		
Social Security Income	69.0%	69.0%
Social Security Disability Income	27.0%	9.0%
Medicaid	57.3%	69.0%
Food Stamps	13.2%	10.0%
Aid to Families w/Dependent Children	0.0%	4.0%
General assistance	0.0%	2.0%
Work Incentive Now (SS-WIN)	0.0%	0.0%
Job Training Partnership Act	0.9%	2.0%
Women, Infants and Children program	0.0%	2.0%
Section 8 housing	2.6%	1.0%
Other		2.0%

Longitudinal Component

	5 Years After High School
Benefits participant receives:	
Social Security Income	63.8%
Social Security Disability Income	12.4%
Medicaid	35.7%
Food Stamps	17.1%
Aid to Families w/Dependent Children	8.3%
General assistance	6.5%
Work Incentive Now (SS-WIN)	6.5%
Job Training Partnership Act	7.7%
Women, Infants and Children program	8.9%
Section 8 housing	8.3%
Other	
Services participant receives:	
Child care	10.5%
Attendant services	11.7%
Fiscal budgeting	13.4%
Family support programs/services	11.6%
Housekeeping assistance	11.6%
Transportation	15.5%
Other	

Findings (continued)

transition and longitudinal components. Among respondents of the longitudinal component, 32.3% reported living independently alone or with others in a house, apartment, etc. compared to only 5.0% of respondents of the transition component. Table 5 summarizes the residential status of former students.

Participants were asked about their marital status and whether or not they had begun rearing children. Among the respondents in the longitudinal component 20.4% reported that they were currently married. Only 3.3% of respondents of the transition component reported being married. When asked about child rearing, 19.9% of respondents in the longitudinal component reported having two or fewer children compared to 4.1% of respondents in the transition group.

Participants were asked to report the kinds of services and benefits they were currently receiving and to identify those services and benefits they felt they needed but were not currently receiving. Social Security Income and Medicaid were the most commonly reported benefits received by respondents of both the longitudinal and transition components. Transportation is the most commonly reported service received by respondents in both study components (15.0% longitudinal, 11.4% transition). Table 6 summarizes services and benefits participants report to be currently receiving.

Both components reported a need to receive family-support services and fiscal/budgeting services. High percentages of respondents in the longitudinal component reported a need to receive Medicaid benefits (19.9%), Social Security Income (15.2%), food stamps (15.2%), and JTPA benefits (12.4%). Benefits needed by respondents of the transition component included Social Security Income (7.2%), Social Security Disability Income (6.3%), Medicaid benefits (4.6%), and general assistance (4.5%). Table 7 summarizes benefits and services received or needed by respondents of both components. Reiterating comments from the TEA technical report from 1994, it was not known if participants were deemed eligible for the various needed services and/or benefits. It was not known if any of the participants were on a waiting list for needed services or benefits or if they had been determined ineligible for certain benefits or services. Also not known was the extent to which some services were available to local communities statewide.

Participants were asked to respond to questions pertaining to the primary means of community mobility and specifically, the type of public transportation used. Transportation continued to be the number-one service need for respondents in both study components (15.0% longitudinal, 11.4% transition). The primary mode of transportation reported by respondents in the longitudinal component was driving a motor vehicle or motorcycle (52.5%). Approximately one fourth of respondents in the longitudinal component reported that they depend on family members for transportation. Family transportation was the primary mode of transportation for respondents in the transition component (38.8%). A little more than one fourth of the respondents of the transition component reported driving a motor vehicle or motorcycle to get from place to place in the community. The same percentage of respondents from both components reported using public transportation (5.0%) as the primary means for getting around in the community. Among the respondents who reported using public transportation as the primary means of getting around in the community, 11.4% in the longitudinal group specifically use mainline transit. The primary response among respondents in the transition group was special

Table 7 Participant Services and Benefits Received or Still Needed

Transition Component

	4 Years After High School	1 Year After High School
Services needed but not getting:		
Child care	0.0%	3.0%
Attendant services	5.1%	5.0%
Fiscal budgeting	8.6%	6.0%
Family support programs/services	10.4%	8.0%
Housekeeping assistance	4.3%	3.0%
Transportation	11.4%	17.0%
Other		7.0%
Benefits needed but not getting:		
Social Security Income	7.2%	12.0%
Social Security Disability Income	6.3%	5.0%
Medicaid	4.6%	9.0%
Food Stamps	2.7%	8.0%
Aid to Families w/Dependent Children	0.9%	1.0%
General assistance	4.5%	10.0%
Work Incentive Now (SS-WIN)	1.8%	8.0%
Job Training Partnership Act	1.8%	11.0%
Women, Infants and Children program	0.9%	1.0%
Section 8 housing	3.6%	3.0%
Other		6.0%

Longitudinal Component

	5 Years After High School
Services participant receives:	
Child care	9.4%
Attendant services	7.1%
Fiscal budgeting	8.8%
Family support programs/services	10.6%
Housekeeping assistance	7.7%
Transportation	15.0%
Other	
Benefits participant receives:	
Social Security Income	15.2%
Social Security Disability Income	9.1%
Medicaid	19.9%
Food Stamps	15.2%
Aid to Families w/Dependent Children	9.6%
General assistance	8.4%
Work Incentive Now (SS-WIN)	7.7%
Job Training Partnership Act	12.4%
Women, Infants and Children program	8.4%
Section 8 housing	12.7%
Other	

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Findings (continued)

transit service (8.6%). A large percentage of respondents in the transition component reported that public transportation was not available (26.7%). Table 8 summarizes mobility information for both the longitudinal and transition components.

Participants in both the longitudinal and transition components were asked questions pertaining to participation in the democratic process by exercising their right to vote. Among the respondents in the longitudinal group, 57.9% reported that they were registered to vote. Only 35% of respondents in the transition group reported that they were registered to vote. When asked if they voted in the last election, 24.4% of respondents in the longitudinal component and 11.7% of respondents in the transition group reported that they did vote in the last election. It was not known if this failure to vote was due to simple passivity or to other extraneous circumstances. None the less, this failure to vote meant that the perspective of these individuals was not represented.

Nearly twice as many respondents in the longitudinal component compared with the transition component reported that they

Table 8 Community Mobility of Former Students Over Time

Longitudinal Component

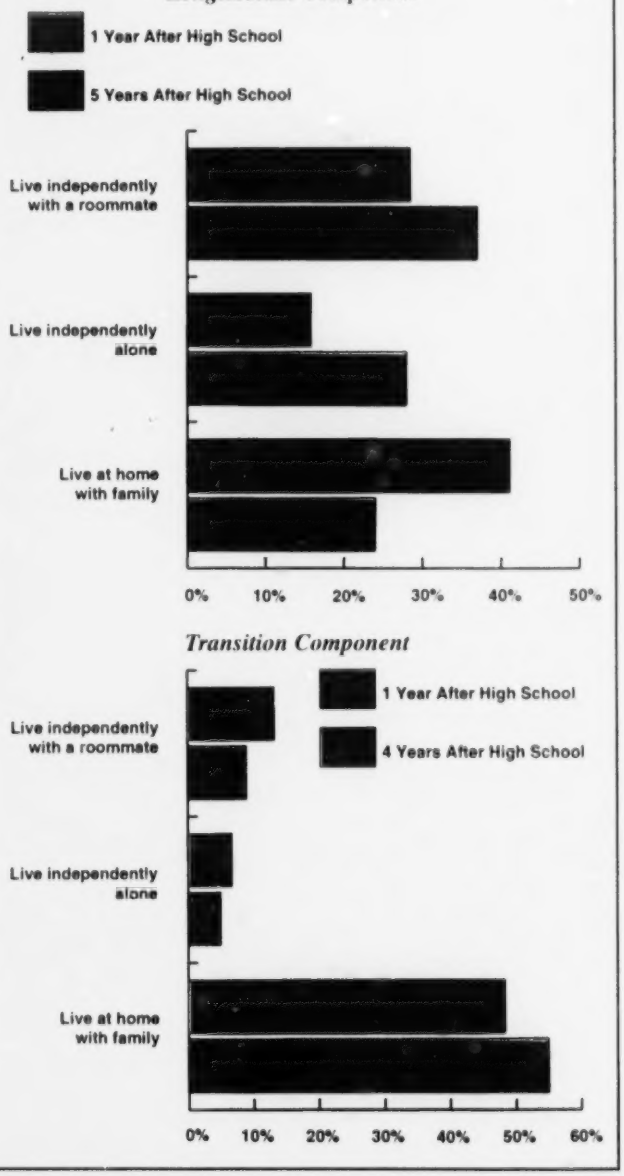
Mobility Information	At Time of Exit	1 Year After High School	5 Years After High School
Has a driver's license	50.0%	51.0%	57.0%
Has access to working car/truck	*	58.0%	61.6%
Primary means of transportation			
Drives	*	49.0%	52.5%
Relies upon family	*	25.0%	23.1%
Uses public transportation	*	10.0%	5.0%
Walks	*	5.0%	3.8%
Others	*	4.0%	0.0%
Rides bicycle	*	1.0%	1.9%
Relies upon friends	*	3.0%	2.5%
Relies upon co-workers	*	1.0%	0.0%
Doesn't move about the community	*	1.0%	0.0%
Types of public transportation used			
Public buses/Mainline transit	75.0%	62.0%	11.4%
Special transit services (STS)	*	12.0%	2.5%
Taxi	11.0%	3.0%	0.6%
Other	14.0%	24.0%	3.2%
Doesn't use public transportation	*	0	79.1%
Public transportation not available	*	*	3.2%

Transition Component

Mobility Information	At Time of Exit	1 Year After High School	4 Years After High School
Has a driver's license	*	17.0%	30.8%
Has access to working car/truck	*	30.0%	37.0%
Primary means of transportation			
Drives	16.0%	16.0%	27.3%
Relies upon family	38.0%	45.0%	38.8%
Uses school/facility transportation	25.0%	*	18.2%
Uses public transportation	1.0%	6.0%	5.0%
Walks	12.0%	5.0%	3.3%
Others	8.0%	20.0%	3.3%
Rides bicycle	0	0	0.8%
Relies upon friends	1.0%	1.0%	2.5%
Relies upon co-workers	*	0	0.0%
Doesn't move about the community	*	8.0%	0.8%
Types of public transportation used			
Public buses/Mainline transit	14.0%	11.0%	7.8%
Special transit services (STS)	4.0%	9.0%	8.6%
Taxi	0.0%	0	1.7%
Other	6.0%	11.0%	7.8%
Doesn't use public transportation	76.0%	44.0%	47.4%
Public transportation not available	*	25.0%	26.7%

* These response options were not available on the survey forms for this group in this particular year.

Figure 4 Participants' Expected Living Arrangements



Findings (continued)

expected to live independently during the next year (52.6% longitudinal, 28.2% transition). When asked where they expected to live during the next year, a high percentage of respondents in both components reported that they planned to live at home with parents (41.4% longitudinal, 48.3% transition). Among respondents in the longitudinal component, 28.5% reported that they expected to live independently with spouse or roommate(s) and 15.8% reported that they expected to live independently in an apartment alone. Among respondents in the transition component, only 13.3% expected to live independently with spouse or roommate(s). An assumption was made in an earlier report by TEA (1994b) that in order for graduates to increase their level of independent living, improved employment outcomes are required. Figure 4 summarizes participants' expected living arrangements in the future.

What recreational, leisure, and social experiences do students with disabilities have when leaving the public school system, and how do these change (if at all) as a function of leaving the system?

A trend identified and noted in the last technical report of the effectiveness studies (Texas Education Agency, 1994b) was that over time more graduates of the longitudinal component were engaged in virtually every type of recreation or leisure activity listed on the survey. This appeared to hold true for this round of data collection. Among respondents in the longitudinal group, 82.0% reported being currently involved in independent recreation and leisure activities, 92.4% were involved in activities with family or friends, 17.2% participated in specialized recreation for persons with disabilities, 16.6% participated in community supported programs open to anyone, 16.4% participated in clubs and organizations in their community, and 38.7% participated in church-sponsored activities. The percentages of respondents in the transition group engaging in any form of recreation listed on the survey indicated some increase from the first year after high school. Most notably, an increase occurred among respondents participating in independent recreation and leisure activities (48.7%), in activities with family and friends (83.1%), in community supported programs available to anyone (19.1%), and in clubs and organizations in the community (16.5%). Table 9 summarizes data on recreation and leisure activities.

Participants were asked to respond to a number of questions regarding socialization and friendships. Similar percentages of both the longitudinal (48.4%) and transition (48.7%) components said they met their friends with disabilities mostly while still attending high school. There was a greater difference when looking at the percentage of respondents who reported making friends with disabilities after leaving high school (17.4% longitudinal, 6.0% transition). Again, similar percentages of both

Table 9 Participants' Involvement in Recreational/Leisure Activities

Longitudinal Component

	5 Years After High School	1 Year After High School
Independent	82.0%	67.0%
Family and friends	92.4%	28.0%
Specialized recreation for persons with disabilities	17.2%	6.0%
Community programs for anyone	16.6%	6.0%
Clubs and organizations	16.4%	8.0%
Church/religious sponsored activities	38.7%	18.0%
Other		5.0%

Transition Component

	4 Years After High School	1 Year After High School
Independent	48.7%	47.0%
Family and friends	83.1%	71.0%
Specialized recreation for persons with disabilities	27.4%	29.0%
Community programs for anyone	19.1%	15.0%
Clubs and organizations	16.5%	11.0%
Church/religious sponsored activities	27.0%	39.0%
Other		9.0%

Table 10 Descriptions of Friendships Over Time in the Longitudinal Component

Features	At Time of Exit	1 Year After High School	5 Years After High School
Number of friends/nondisabled:			
None	0	11.0%	9.6%
One to five	27.0%	37.0%	40.4%
Six to ten	22.0%	20.0%	19.9%
Eleven to fifteen	8.0%	9.0%	9.0%
Sixteen to twenty	10.0%	5.0%	3.8%
More than twenty	33.0%	18.0%	17.3%
Number of friends with disabilities:			
None	*	*	33.5%
One to five	*	*	48.1%
Six to ten	*	*	5.7%
Eleven to fifteen	*	*	5.7%
Sixteen to twenty	*	*	2.5%
More than twenty	*	*	4.4%
Frequency of socializing:			
Daily	90.0%	48.0%	36.7%
Weekly	8.0%	36.0%	41.1%
Monthly	1.0%	7.0%	12.0%
Yearly/less often than monthly	*	1.0%	7.6%
Never/no friends without disabilities	1.0%	8.0%	2.5%
Happiness with friendships/number of friends:			
Very happy	*	68.0%	69.0%
Fairly happy	*	27.0%	25.2%
Fairly unhappy	*	5.0%	2.6%
Very unhappy	*	<1.0%	0.6%
Where participant met friends with disabilities:			
While attending high school	*	*	48.4%
After leaving high school	*	*	17.4%
On the job	*	*	4.5%
In the community	*	*	4.5%
Other	*	*	25.2%

* These response options were not available on the survey forms for this group in this particular year.

Findings (continued)

the longitudinal (34.2%) and transition (37.6%) components said they met most of their friends without disabilities while in high school. There was a greater difference in percentage of respondents reporting that they made friends without disabilities after leaving school (28.5% longitudinal, 14.5% transition). Another interesting difference is that a greater percentage of respondents in the transition component (20.5%) reported

Table 11 Descriptions of Friendships Over Time in the Transition Component

Features	At Time of Exit	1 Year After High School	4 Years After High School
Number of friends/nondisabled:			
None	*	10.0%	16.0%
One to five	*	49.0%	40.3%
Six to ten	*	18.0%	26.1%
Eleven to fifteen	*	3.0%	5.9%
Sixteen to twenty	*	3.0%	2.5%
More than twenty	*	17.0%	9.2%
Number of friends with disabilities:			
None	*	16.0%	35.8%
One to five	*	49.0%	30.8%
Six to ten	*	20.0%	16.7%
Eleven to fifteen	*	5.0%	10.0%
Sixteen to twenty	*	2.0%	2.5%
More than twenty	*	9.0%	4.2%
Frequency of socializing:			
Daily	*	42.0%	40.3%
Weekly	*	24.0%	26.1%
Monthly	*	11.0%	3.4%
Yearly/less often than monthly	*	23.0%	14.3%
Never/no friends without disabilities	*	*	16.0%
Happiness with friendships/number of friends:			
Not applicable/no friends	*	*	14.5%
Very happy	*	44.0%	53.0%
Fairly happy	*	47.0%	31.6%
Fairly unhappy	*	8.0%	0.9%
Very unhappy	*	1.0%	0.0%
Where participant met friends with disabilites:			
While attending high school	*	*	48.7%
After leaving high school	*	*	6.0%
On the job	*	*	4.3%
In the community	*	*	6.8%
Other	*	*	34.2%

* These response options were not available on the survey forms for this group in this particular year.

developing friendships with people without disabilities in the community setting compared to respondents in the longitudinal group (12.0%). Outside of work, respondents in both components reported that they saw their friends daily to once a week. Regardless of which component respondents were in, the overwhelming percentage report being somewhat to very happy with the relationships they currently have with their friends. When asked about expectations for developing new friendships over the next year, 78.2% of the respondents in the longitudinal component and 58.8% of the respondents in the transition component reported that their level of expectation was fairly high to very high that they will develop new friendships. Tables 10 and 11 summarize data regarding descriptions of friendships.

Table 12 Type of Postsecondary School Participants are now Attending

Longitudinal Component	
NA, not attending school	84.1%
Community college	3.8%
Junior college	1.3%
University/college (4 year)	4.5%
Business school	0.6%
High school (GED classes)	0.0%
Trade/technical school (proprietary school)	2.5%
Military training	0.0%
Adult Basic Education	0.0%
Other	3.2%
Transition Component	
NA, not attending school	79.7%
Community college	5.1%
Junior college	3.4%
University/college (4 year)	5.1%
Business school	0.0%
High school (GED classes)	0.0%
Trade/technical school (proprietary school)	0.0%
Military training	0.0%
Adult Basic Education	0.8%
Other	5.9%

What postsecondary education experiences do students with disabilities have after leaving the public school system?

Overall, former students who received special education services while in school were not likely to pursue postsecondary education. Among participants in the longitudinal component, 84.1% reported that they were not currently pursuing postsecondary education or training. This percentage was slightly higher than participants in the transition study (79.7%). However, 40% of the longitudinal sample and 36% of the transitional sample have, at some point, participated in postsecondary education since exiting high school. The most common sources of postsecondary education among respondents in the longitudinal component included four-year university or college (4.5%), community or junior college (5.1%), and trade or technical school (2.5%). Among transition respondents, the most common sources of postsecondary education included community or junior college (8.5%) and four-year university or college (5.1%). Table 12 summarizes data regarding current postsecondary involvement.

Participants in both components were asked why they never attended postsecondary education or stopped attending. Among longitudinal component respondents, 28.8% reported that they did not have a desire to pursue postsecondary education. Identified barriers to pursuing postsecondary education included a lack of money (9.0%), a perception that they could not make it in school (6.4%), lack of prerequisite coursework (4.5%), and

Findings (continued)

other miscellaneous reasons (6.4%). Among respondents of the transition component, 17.5% reported that they did not have a desire to pursue postsecondary education. Barriers to pursuing postsecondary education among the transition respondents included medical reasons (13.2%), other miscellaneous reasons (16.7%), and the perception that they could not make it in school (6.1%). When asked about future expectations for obtaining postsecondary education or training over this next year, 28.4% of the longitudinal respondents and 24.3% of the transition respondents reported having a high expectation for pursuing postsecondary education. Tables 13 and 14 summarize reasons postsecondary education was never pursued or are no longer attending.

Table 13 Participants' Reason's for Never Attending Postsecondary Education or Training

Longitudinal Component

	5 Years After High School	1 Year After High School
Does not apply, attended or attending school	40.4% (n=63)	16.0%
Lack of money	9.0%	11.0%
Poor grades	0.6%	>1.0%
Personal/emotional problems	1.9%	2.0%
Necessary support services not available	0.6%	*
Medical reasons	1.3%	2.0%
Lacked prerequisite coursework	4.5%	4.0%
Participant did not feel he/she could make it in school	6.4%	*
Lack of transportation	0.0%	>1.0%
Did not want to attend	28.8%	41.0%
Other	6.4%	20.0%

Transition Component

	4 Years After High School	1 Year After High School
Does not apply, attended or attending school	36.0% (n=41)	57.0%
Lack of money	2.6%	2.0%
Poor grades	0.0%	0.0%
Personal/emotional problems	1.8%	>1.0%
Necessary support services not available	3.5%	*
Medical reasons	13.2%	5.0%
Lacked prerequisite coursework	1.8%	0.0%
Participant did not feel he/she could make it in school	6.1%	*
Lack of transportation	0.9%	0.0%
Did not want to attend	17.5%	20.0%
Other	16.7%	12.0%

Table 14 Participants' Reasons for no Longer Pursuing Postsecondary Education or Training

Longitudinal Component

NA, never attended postsecondary school	60.8%
NA, currently enrolled in school	8.2% (n=13)
NA, currently working	10.8%
Instructors were non-supportive	0.6%
Necessary support service not available	0.6%
Lack of money	5.7%
Coursework too difficult	1.9%
Personal problems	2.5%
Medical reasons	0.6%
Coursework uninteresting	1.9%
Adjustment difficulties	0.6%
Failed TASP	0.6%
Other	3.2%
Graduated, completed postsecondary school program	1.9% (n=3)

Transition Component

NA, never attended postsecondary school	60.5%
NA, currently enrolled in school	12.3% (n=14)
NA, currently working	4.4%
Instructors were non-supportive	0.0%
Necessary support service not available	0.9%
Lack of money	5.3%
Coursework too difficult	2.6%
Personal problems	0.9%
Medical reasons	4.4%
Coursework uninteresting	1.8%
Adjustment difficulties	0.9%
Failed TASP	0.0%
Other	3.5%
Graduated, completed postsecondary school program	2.6% (n=3)

Summary of Results

The following are the most significant findings from the most recent year of the study. The focus of these comments are on the most important outcomes for students in both the longitudinal and transition components. Differences between the transition and the longitudinal components may be caused by the over representation of more severe disabilities in the transition study.

Employment

- Most students found jobs either through referral of friends and family or on their own.
- Service agencies played a comparatively minor role in placing students in jobs, even for students who participated in the ITP process.
- School personnel were cited as job referral sources as often as service agencies, after graduation from high school.
- The majority of both the transition and-longitudinal component participants had no resumé or information sheet.
- One quarter to one third of all former students worked service-occupation jobs, and another 20-30% worked in miscellaneous occupations.
- The majority of the transition and longitudinal component participants reported that they had been employed for the six months prior to answering the survey.
- Discrepancies in the makeup of the longitudinal and transition samples made it difficult to draw conclusions about full-time, competitive employment as opposed to all other types of employment. More than twice as many former students in the longitudinal sample were engaged in full-time, competitive employment. However, nearly 20% of both samples reported being unemployed.
- Twice as many former students in the longitudinal sample (versus the transition sample) worked 40 or more hours per week. Similarly, half as many former students in the longitudinal sample worked 20-30 hours per week.
- More than half of the graduates in the longitudinal sample and 85% of those in the transition sample made less than $12,000 per year. A third of the longitudinal sample and nearly twice as many in the transition sample make an hourly wage of less than $5.00 per hour. Nearly half of both samples reported receiving no fringe benefits of any kind.
- Most graduates in the longitudinal sample believed they had an equal chance for promotion on the job. Barely one fourth of the transition sample felt the same way.
- The vast majority of both samples reported being satisfied with their current job.
- Most former students felt that their high school experiences prepared them for their current job.
- The most common impediments to suitable employment for all graduates were lack of training, unavailability of local jobs, and scarcity of jobs locally for which graduates were trained. In addition, the most common impediment for former students in the transition group was health and/or medical conditions.
- The vast majority of the longitudinal sample expected to keep their current job. A little more than half of the transition sample feel the same.
- The majority of the graduates in the longitudinal sample expected to be employed competitively, full time, and without support in the next year, compared with barely 25% of the transition sample.

Independent Living

- Most graduates lived at home with parents or other family members.
- Approximately one fifth of the longitudinal sample were married and had children at the time data was collected. Less than five percent of the transition sample were married and had children
- Most students in both samples were currently receiving social security income and Medicaid benefits. Similarly transportation was the most common service received. Despite this, transportation continued to be the most prevalent need for the respondents of both components.
- Family support services and assistance with budgeting and money management were also prevalent needs for all students. Accordingly, Medicaid, Social Security Income, food stamps, and JTPA benefits were crucial to nearly a quarter of graduates in both samples.
- One third or fewer participants of both samples reported that they relied on family members for transportation. More than one half of the longitudinal sample reported getting around themselves either by car or motorcycle. Very few graduates relied on public transportation (<5%).
- A little more than one half of the longitudinal sample were registered to vote but less than half of those registered reported actually voting in the last election. Only 35.0% of the graduates in the transition sample were registered with 11.7% voting.
- Nearly half of the graduates in both samples expected to live at home with parents during this next year. Twice as many former students in the longitudinal sample expected to live independently, whether alone or with someone else.

Summary of Results (continued)

Recreation/Social/Leisure

- The vast majority of both samples participated with family and friends in recreation and leisure activities. Almost as many in the longitudinal sample were involved in independent activities. Less than half of the graduates in the transition sample were involved in independent activities.
- The vast majority of both samples reported meeting their current friends, with or without disabilities, while they were still in school.
- Nearly all graduates in both samples reported being happy with their current friendships.

Postsecondary Education and Training

- The vast majority of former students in both samples did not continue their education after leaving high school. Only ten percent of both samples went to a two-year or four-year school.
- Nearly one third of the longitudinal sample were not interested in and reported having no intention of pursuing a postsecondary career. Almost as many former students in the transition sample reported the same sentiments.
- Frequently sited reasons for dropping out of further education were lack of money, lack of confidence, lack of prerequisites, and medical or health reasons.

The 1995-1996 Effectiveness Studies concludes the original six-year design. Year-to-year comparisons are difficult because interview questions were modified annually based on the prior year's experience. Demographic information about the respondents providing data for the sixth year was not available. This prevented disaggregation of the data by disability area, gender, or any other criteria, as was done in earlier TEA reports. The sample sizes were small due to high attrition of the original samples. Without original demographic information, it was impossible to determine if the remaining respondents in the study were representative of the original sample. Any generalization of these findings would be questionable. However, the results of the study highlight issues and problems that need to be addressed by agencies and people working to improve the outcomes of students with disabilities as they move into the adult world.

Recommendations

Based on the findings of the Special Education Effectiveness Study over the past six years and the comments of the statewide focus groups which met in the fall of 1996, the following recommendations are made.

Employment

- Provide community-based vocational experiences while in school to include internships, mentorships, community exploration, assessment, and training.
- Development of vocational training sites in the community that match available jobs in that community.
- Use functional assessments conducted in the actual work environment to assist in making successful job matches.
- Begin career awareness activities earlier to expose students to vocational options and requirements.
- Develop a vocational curriculum which teaches job-getting and-keeping skills.
- Provide teachers the opportunities to develop vocational training and employment sites during their workday.
- Reduce employment in sheltered workshops and increase the use of supported employment options for students with severe disabilities.
- Identify a system to provide ongoing support to students after graduation.

Independent Living

- Gather information about independent living options, services, and supports. This information should be readily available to students, families, and school personnel.
- Assess each student's independent living skills by demonstration.
- Increase training in the area of community mobility to provide options other than family transportation for individuals with disabilities.

Recreation, Leisure, and Socialization

- Provide information and options to allow individuals the opportunity to choose recreation, leisure, and social activities.
- Eliminate exclusionary practices in schools to allow students with disabilities the opportunity to become involved in a wide range of activities.

Postsecondary Education

- Increase student awareness of life-long learning options which include postsecondary institutions, adult basic education, and continuing education.
- Provide information to students and families about the support services available to students with disabilities at postsecondary institutions.
- Develop a linkage between high school and postsecondary institutions to encourage participation of both parties to address curriculum needs of students with disabilities who wish to continue their education.

The Transition Process

- Develop ITPs with clearly stated outcomes which are measurable.
- Educate all involved parties about the purpose of transition planning so that the outcome is more than "just a piece of paper."
- Develop an accountability system that monitors the progress of each individual's transition plan and is responsive to changing situations.
- Develop a system to follow graduates of the program for purposes of accountability, program evaluation and feedback for program revision.
- Schedule a pre-ITP and pre-IEP meeting with the student and parent.
- View the ITP process as a model for supporting the transition for all students leaving high school, not just those with disabilities.
- Increase the involvement of all signatory agencies of the MOU at the local level to provide individualized assistance and support for students engaged in the transition process.
- Develop a centralized point of contact for obtaining information and services for people with disabilities.
- Allow representation of people with disabilities in local decision-making groups.
- Ensure that local individual input impacts state policies concerning transition.

Parent Involvement

- Involve parents in the planning of their child's program.
- Encourage open and active participation, at all grade levels.
- Provide parent-to-parent training at all grade levels.

Study Design

- Streamline the student interview instrument, gathering information from other sources where possible.

Recommendations (continued)

Study Design

- Maintain continuity within the data collection instruments across the years of the study.
- Take aggressive measures to reduce the attrition rate to acceptable levels.
- Increase the accuracy of data collection and data entry.
- Develop a case study that investigates ITP as well as instructional practices at the secondary level which lead to positive outcomes.
- Continue to track the adult outcomes of students with disabilities who received special education services with a comparison group of students without disabilities.
- Gather information about local community and high school program characteristics which may impact the outcomes of the students in that community.

Future of the Texas Special Education Effectiveness Study

Based on the information collected from the focus group participants, the project staff decided to update the scope and methodology of the transition project. Project staff felt that more input is needed from several audiences: students, parents, peers of special education students, employers, social services agency representatives, and legislators directly involved in proposing and analyzing policies related to transition issues. The project staff have plans to collect input from these various audiences in a number of ways.

The focus-group format was so successful in capturing such rich information from a diverse group of participants, project staff decided to conduct at least one more round of such meetings in each of two or three locations around the State in early 1997. The plan is to target specifically student and parent audiences for these groups. In addition, project staff attend an ongoing monthly meeting of representatives at the state level of social services agencies, advocacy groups, related associations, and administrative representatives from public K-12 and postsecondary education. The meetings address transition issues statewide. Project staff look to these representatives as one source for counsel and feedback

As project staff conducted the focus groups, it was conveyed to participants that they would be kept informed of project progress throughout the next year, including asking for their direct reaction to draft survey items and design issues. From this larger group, a small number of ongoing reviewers will be selected.

To expedite and broaden the outreach to anyone interested in transition issues and events, the project staff have opened a website on the Internet, entitled "Students in Transition." [1] The site includes a guest book, which captures e-mail and other identification data as well as any comments or suggestions. The website will offer the guest the ability to indicate their "role" (e.g., students, parent, etc.). The site also includes a message board, where viewers can read about topics of discussion related to transition and add to the conversation by posting on the Internet. In addition to these interactive portions, there are summaries of transition studies to date, ongoing reports about this project, a featured article and a "Success Story" of the month, and related links to other websites. Several inquiries about the site have already been received by project staff who are very excited about gauging its impact during the next year.

Project staff plan to stratify the samples for both surveys and the nondisabled control group differently from the previous study's design. Community-type labels already assigned to districts by the Texas Education Agency, as described in the comparison-group strategies for the Academic Excellence Indicator System, will be used. These include the following categories:

- Major urban
- Major suburban
- Other central-city
- Central-city suburban
- Independent town
- Nonmetropolitan, fast-growing
- Nonmetropolitan, stable
- Rural

The other level for stratification will be the primary disability classification of the student. These will be broken into learning disabled, emotionally disturbed, mentally retarded, speech handicapped, visually impaired, hearing impaired, and "other".

Finally, both the in-school and longitudinal surveys will be somewhat revised. The current length of the surveys acts as a deterrent to the collection of a large number of responses. Also, some of the items need to be more concise and perhaps less invasively worded. The intent is to anchor several items in both surveys so that project staff can compare the in-school students' responses with those of graduates, both disabled and nondisabled. Several formats for data collection will be developed, including an online survey available on 3.5-inch computer diskette, an interactive survey on the transition website, and a scannable survey form for mail out. All progress and proposed directions for the project will appear in a perennial online update on the website.

[1] Type in the following address on any Internet browser: www.escii.tenet.edu/esc depts/sped/

Appendices

A. References

B. Data Collection Instruments

C. Data Collected During 1995-1996 School Year

D. Responding School Districts During 1995-1996 School Year

E. Focus Groups by Location and Participants

Appendix A

References

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Texas Education Agency. (1994a). Case studies of family and community experiences in transition from school to post-school life for students receiving special education services (TEA Publication No. GE4-170-06). Austin, TX: Author.

Texas Education Agency. (1994b). Transition outcomes and issues for students receiving special education services: Technical report (TEA Publication No. GE 5 170 02). Austin, TX: Author.

Appendix B

Data Collection Instruments

GENERAL INSTRUCTIONS FOR COMPLETING THIS SURVEY:

- The term "participant" refers to the individual who received special education services during the 1990-1991 school year.
- You, the interviewer, should be familiar with the participant and with post-secondary programs/services available to persons with disabilities.
- If you cannot interview the participant, please interview his/her parent or guardian.
- If you are the district contact person, please return the completed survey to

Deborah Norris
Region XI Education Service Center
3001 North Freeway
Fort Worth, Texas 76106

- If you are not the district contact person, please return the completed survey to the district contact person.
- If you have questions about this instrument, completing this instrument, or locating a student please call Deborah Norris at (817)740-3619 X175 or Blyth Riegel at (817)740-3619 X625.

PLEASE COMPLETE THIS SECTION

Participant's home telephone: (____)_____ Work Telephone: (____)_____

Participant's address:_____
street city

_____
state zip code

Name of person interviewed (if not participant):_____

Address:_____
street city

_____
state zip code

Relationship to participant:_____

ITEM FORMATS

There are three types of item formats on this survey. Examples of the three types are as follows:

Example of Type One:

Y = yes
N = no
D = don't know

1. Do you eat most of your meals in restaurants? Y N D

- If the participant eats most meals in restaurants, circle **Y** for yes.
- If the participant does not eat most meals in restaurants, circle **N** for no.
- If the participant does not know whether he or she eats most meals in restaurants circle **D** for don't know.

Example of Type Two:

Circle only **one** response for questions of this type.

1. What is your primary means of getting to and from work?
A. Walk.
B. Private car/truck.
C. Public transportation.
D. Other.

- If the participant walks to work, circle A.
- If the participant rides or drives to work in a private car/truck, circle B.
- If the participant uses public transportation to get to work, circle C.
- If the participant uses other means to get to work, circle D.

Example of Type Three:

Please note the services listed below. Please circle **Used** if you have used or are currently using this service. Please circle **Need** if you requested this service, and if this service was not available or you were determined to be ineligible for this service. Circle **NA** if you have not requested this service or you do not need or desire this service.

1. Transportation. Used Need NA

- If the participant used or is using transportation, circle **Used**.
- If the participant needs transportation services, circle **Need**.
- If the participant does not need or desire transportation services, circle **NA**.

Longitudinal Study **Participant's ID Code**_____

Section I: PARTICIPANT AND FAMILY INFORMATION

1. **While in high school , which of the following options best describes the program you completed (Where did you spend 50% or more of your time)?**
   A. College preparation.
   B. General education.
   C. Vocation education for students receiving special education services.
   D. Regular vocational education for all students.
   E. Other (specify)_____.

Do you have any of the following written plans?

2.	Individual Program Plan (IPP)	Y	N	D
3.	Individual Habilitation Plan (IHP)	Y	N	D
4.	Individual Treatment Plan (ITP)	Y	N	D
5.	Individual Written Rehabilitation Plan (IWRP)	Y	N	D
6.	Other (Specify)_____.			

Did you attend the meeting to develop any of the following plans?

7.	Individual Program Plan (IPP)	Y	N	D
8.	Individual Habilitation Plan (IHP)	Y	N	D
9.	Individual Treatment Plan (ITP)	Y	N	D
10.	Individual Written Rehabilitation Plan (IWRP)	Y	N	D
11.	Other (specify)_____.			

Did a family member attend the meeting to develop any of the following plans?

12.	Individual Program Plan (IPP)	Y	N	D
13.	Individual Habilitation Plan (IHP)	Y	N	D
14.	Individual Treatment Plan (ITP)	Y	N	D
15.	Individual Written Rehabilitation Plan (IWRP)	Y	N	D
16.	Other (specify)_____.			

17.	**Did you help develop the goals and objectives of any of these written plans?**	Y	N	D

EXPERIENCES OF SPECIAL EDUCATION PARTICIPANTS
LONGITUDINAL STUDY

This survey is part of a longitudinal study initiated by the Texas Education Agency (TEA) to assess the effectiveness of special education in Texas. During the 1990-1991 school year, you provided data on individual participants in special education programs who were in their final year of school. Each year since then you have provided information about these individuals' post-school experiences. This survey is designed to gather information on the same individuals during their fifth year out of public school (1995-1996). Because this is a longitudinal study, it is extremely important that every effort be made to locate the individual for whom the initial data were gathered in your school district.

Participant's Name:_____

Participant's ID Code (assigned by TEA):_____

Name of School District:_____

County-District Number:_____

PLEASE COMPLETE THIS SECTION

Name of school staff member completing this survey:_____

Title/Position:_____

Home Telephone: (_____)_____ Work Telephone:(_____)_____

IF YOU ARE UNABLE TO COMPLETE THIS SURVEY
PLEASE COMPLETE THIS SECTION

Please circle the number that corresponds to the most accurate description of the reason you are unable to complete this survey.

1. Participant cannot be located (no further information available).
2. Participant is deceased.
3. Participant does not wish to take part in the study.
4. Other (please explain)_____

Have you received services from any of the following agencies in the past year?

18.	Texas Rehabilitation Commission (TRC)	Y	N	D
19.	Department of Mental Health/Mental Retardation (MHMR)	Y	N	D
20.	Texas Department of Health (TDH)	Y	N	D
21.	Texas Department of Human Services (DHS)	Y	N	D
22.	Texas Commission for the Blind (TCB)	Y	N	D
23.	Texas Workforce Commission (TWC)	Y	N	D
24.	Texas Commission for the Deaf (TCD)	Y	N	D
25.	Department of Criminal Justice/Corrections	Y	N	D
26.	Independent Living Centers	Y	N	D
27.	Other provider (specify)_____.			

Please answer each of the following questions. (Interviewer: Please be sensitive to the participant.)

28.	Have you ever been convicted of a misdemeanor?	Y	N	D
	If yes, describe_____.			
29.	Have you been convicted of a misdemeanor more than once?	Y	N	D
30.	Have you ever been convicted of a felony?	Y	N	D
	If yes, describe_____.			
31.	Have you been convicted of a felony more than once?	Y	N	D

Section II: EMPLOYMENT INFORMATION

32.	**Do you have a personal information sheet to assist you with filling out job applications (or a resume/vita)?**	Y	N	D

33. **Which one of the following best describes your primary daily activity? (Please select only one activity).**

A. Competitive employment (full time)
B. Competitive employment (part time)
C. Sheltered vocational training
D. Community-based vocational instruction
E. Day activity center
F. Homemaker
G. Volunteer work
H. Student (full time)
I. Student (part time)
J. Other (specify)_____.
K. Unemployed.

Do any of the following describe reasons that make it difficult for you to work (or difficult to find more suitable employment)?

34.	Lack of accessibility in the workplace.	Y	N	D
35.	Lack of transportation.	Y	N	D
36.	Lack of jobs in the community.	Y	N	D
37.	Lack of jobs in the community for which I have been trained.	Y	N	D
38.	No one to assist me with finding a job.	Y	N	D
39.	No one to give attendant care.	Y	N	D
40.	No one to provide on-the-job coaching/job support.	Y	N	D
41.	Lack of job training for jobs available.	Y	N	D
42.	Would lose social security benefits.	Y	N	D
43.	Medical/health conditions.	Y	N	D
44.	Family responsibility (i.e., must supervise children).	Y	N	D
45.	Currently in training program.	Y	N	D
46.	Have not looked for a job/don't want to work.	Y	N	D
47.	Problems getting along with others on the job.	Y	N	D
48.	Other (specify)_____.			

49. **How many different employers have you had since you left high school? Circle the appropriate response.**
   A. None.
   B. One.
   C. Two.
   D. Three.
   E. Four or more.
   F. Six or more.

50. **If you lost your job, what was the reason? Circle the appropriate response.**
   A. Fired (please state reason)_____.
   B. Quit (please state reason)_____.
   C. Health/Medical problems.
   D. Left work to attend school/college.
   E. Lacked transportation.
   F. Job ended.
   G. Other (specify)_____.

****INTERVIEWER: IF THE PARTICIPANT IS UNEMPLOYED SKIP TO SECTION III ON PAGE 6.**

51. Have you been employed for the last six months? Y N D

52. Did your high school experiences prepare you for your current job? Y N D

53. What is your current job title?_____.

Do you receive any of the following fringe benefits in your current job?

54.	Paid vacations.	Y	N	D
55.	Paid overtime.	Y	N	D
56.	Paid sick leave.	Y	N	D
57.	Paid life insurance.	Y	N	D
58.	Paid or partially paid health insurance.	Y	N	D
59.	Paid or partially paid dental insurance.	Y	N	D
60.	Retirement.	Y	N	D
61.	Free meals.	Y	N	D
62.	Equal chance for promotion.	Y	N	D
63.	Other (specify)_____.			
64.	Employed without fringe benefits.	Y	N	D

65. How long have you had your current job?

A. Less than six months.
B. Six months but less than one year.
C. One year but less than two years.
E. Two or more years.

66. Describe the work that you do. (Interviewer: Please select the category of work that best the participant's current job. See category descriptions attached to this survey, and assign a category accordingly.)

A. Professional, technical, managerial (manager, administrator, executive, etc.).
B. Clerical & sales occupations (cashier, clerk, receptionist, teacher aide, typist, etc.).
C. Service occupations (janitor, groundskeeper, food service, launderer, dry cleaner, presser, nursing aide, cosmetologist, pest control helper, usher, shoe repair, etc.).
D. Agriculture, fishery, forestry (fisher, farm/ranch worker, logging worker, etc.).
E. Processing occupations (foundry laborer, casting helper, moldmaker helper, etc.).
F. Machine trades (toolmaker helper, blacksmith helper, mechanic helper, etc.).
G. Benchwork occupations (furniture cleaner, spray painter helper, wire bender, etc.).
H. Structural work (auto body repair helper, welding machine helper, bill poster, etc.).
I. Miscellaneous (truck driver, car washer, packer, rackroom worker, etc.).

67. Which person or agency was most helpful in obtaining your current job?

A. Self.
B. Friend.
C. Family.
D. School personnel.
E. Texas Workforce Commission (TWC).
F. Texas Rehabilitation Commission (TRC).
G. Texas Commission for the Blind (TCB).
H. Texas Department of Human Services (DHS).
I. Texas Department of Mental Health/Mental Retardation (MHMR).
J. Job Training Partnership Act (JTPA)/Private Industry Council (PIC) Program.
K. Other (specify)_____.

68. How many hours per week do you work?

A. Less than 10 hours a week.
B. 10 but less than 20 hours per week.
C. 20 but less then 30 hours per week.
D. 30 but less then 40 hours per week.
E. 40 hours or more a week.

69. What is your hourly wage?

A. Less than $1.00 per hour.
B. $1.00 but less than $3.00 per hour.
C. $3.00 but less than $5.00 per hour.
D. $5.00 but less then $7.00 per hour.
E. $7.00 but less than $9.00 per hour.
F. $9.00 but less than $11.00 per hour.
G. $11.00 but less than $13.00 per hour.
H. $13.00 or more per hour.

70. What is your annual income (from employment only)?

A. Less than $3,000.
B. $3,000 but less than $6,000.
C. $6,000 but less than $9,000.
D. $9,000 but less than $12,000.
E. $12,000 but less than $15,000.
F. $15,000 but less than $18,000.
G. $18,000 but less than $21,000.
H. $21,000 but less than $24,000.
I. $24,000 or more per year.

71. **How do you feel about your current job?**
   A. Very satisfied.
   B. Somewhat satisfied.
   C. Somewhat dissatisfied.
   D. Very dissatisfied.

72. **What difficulties prevent you from finding and keeping a job?**

_____

_____

Section III: INDEPENDENT LIVING INFORMATION

Please answer each of the following questions.

73.	Do you have a driver's license?	Y	N	D
74.	Are you registered to vote?	Y	N	D
75.	Did you vote in the last election?	Y	N	D
76.	Do you use a photo identification card (not a driver's license)?	Y	N	D
77.	Do you have access to a car/truck that is currently operational?	Y	N	D

Which of the following agency services do you receive?

78.	Child care.	Y	N	D
79.	Attendant services.	Y	N	D
80.	Fiscal/budgeting.	Y	N	D
81.	Family support program/services (not help from your family).	Y	N	D
82.	Housekeeping assistance.	Y	N	D
83.	Transportation.	Y	N	D
84.	Other (specify)_____.			

Which of the following agency services do you believe you need but are not receiving?

85.	Child care.	Y	N	D
86.	Attendant services.	Y	N	D
87.	Fiscal/budgeting.	Y	N	D
88.	Family support program/services (not help from your family).	Y	N	D
89.	Housekeeping assistance.	Y	N	D
90.	Transportation.	Y	N	D
91.	Other (specify)_____.			

Which of the following benefits do you receive?

92.	Social Security Income (SSI).	Y	N	D
93.	Social Security Disability Income (SSDI).	Y	N	D
94.	Medicaid.	Y	N	D
95.	Food stamps.	Y	N	D
96.	Aid to Families with Dependent Children (AFDC).	Y	N	D
97.	General assistance.	Y	N	D
98.	Work Incentive Now (SS-WIN).	Y	N	D
99.	Job Training Partnership Act (JTPA).	Y	N	D
100.	Women, Infants, and Children program (WIC).	Y	N	D
101.	Section 8 Housing.	Y	N	D
102.	Other (specify)_____.			

Which of the following benefits do you believe you need but are not receiving?

103.	Social Security Income (SSI).	Y	N	D
104.	Social Security Disability Income (SSDI).	Y	N	D
105.	Medicaid.	Y	N	D
106.	Food stamps.	Y	N	D
107.	Aid to Families with Dependent Children (AFDC).	Y	N	D
108.	General assistance.	Y	N	D
109.	Work Incentive Now (SS-WIN).	Y	N	D
110.	Job Training Partnership Act (JTPA).	Y	N	D
111.	Women, Infants, and Children program (WIC).	Y	N	D
112.	Section 8 Housing.	Y	N	D
113.	Other (specify)_____.			

114. Which one of the following options best describes your current living arrangement? (Please select only one response).

A. Live with parent(s) or other family members.
B. Live in a supervised apartment.
C. Live in a group home.
D. Live in a nursing home.
E. Live in a state school/hospital.
F. Live in a correctional facility/jail/prison.
G. Live in a college facility/dorm.
H. Live independently alone or with others (i.e., spouse, roommate) in a house, apartment, mobile home, etc.
I. Other (specify)_____.

115.	**Do you own/co-own your own home?**	Y	N	D
116.	**Do you rent an apartment, townhouse, etc?**	Y	N	D

117. How many children do you have?

A. One.
B. Two
C. Three or more.
D. None.

118. What is your current marital status?

A. Currently married.
B. Separated.
C. Divorced.
D. Widowed.
E. Never married.

119. How long have you been married?

A. Less than one year.
B. More than one year, less than three.
C. More than three years, less than five.
D. More than five years.
E. Not applicable.

120. Most of the time, how do you get around in the community? (Please select only <u>one</u> option).

A. Walk.
B. Ride a bicycle.
C. Drive a motor vehicle (including a motorcycle).
D. Use public transportation.
E. Depend on family members.
F. Depend on friends.
G. Depend on co-workers.
H. Depend on transportation provided by facility.
I. Other (specify)_____.
J. Participant does not move around in the community.

121. What type of public transportation do you use most often? (not including ICF-MR, group home or state school/hospital transportation)?

A. Participant does not use public transportation.
B. Public transportation is not available.
C. Mainline transit (big bus).
D. Special transit service (STS, little bus).
E. TAXI service.
F. Other (specify)_____.

122. What difficulties are preventing you from finding a place to live, where you really want to live?

_____

_____

Section IV: RECREATION/SOCIAL/LEISURE INFORMATION

In which of the following recreation and leisure programs are you currently involved?

123.	Independent recreation and leisure activities (on my own).	Y	N	D
124.	Activities with my family or my friends.	Y	N	D
125.	Specialized recreation for persons with disabilities (Special Olympics, summer camp, etc.).	Y	N	D
126.	Community supported programs available to anyone.	Y	N	D
127.	Clubs and organizations in my community.	Y	N	D
128.	Church (religious organizations) sponsored activities.	Y	N	D
129.	Other (specify)_____.			

130. How do you spend most of your leisure time? (Interviewer, please fill in the response.)

_____

_____

131. Where do you spend most of your leisure time? (Please select only one response).

A. At residence (where you live).
B. Outdoors (parks, swimming pool, etc.)
C. Indoors (movies, library, museum, malls, etc.).
D. Other (specify)_____.

132. With whom do you spend most of your leisure time?

A. Family.
B. Friends.
C. Acquaintances.
D. Alone.
E. Other (specify)_____.

133. **Think about your friends with disabilities. Select <u>one</u> option that best describes where you met these friends.**
   A. Friends were made while attending high school.
   B. Friends were made after leaving high school.
   C. Friends were made on the job.
   D. Friends were made in the community.
   E. Other (specify)_____.

134. **Think about your friends without disabilities. Select <u>one</u> option that best describes where you met these friends.**
   A. Friends were made while attending high school.
   B. Friends were made after leaving high school.
   C. Friends were made on the job.
   D. Friends were made in the community.
   E. Other (specify)_____.

135. **Outside of work how often do you see your friends?**
   A. Not applicable, no friends.
   B. Daily.
   C. Once a week.
   D. Once a month.
   E. Less than once a month.

136. **How many friends <u>with</u> disabilities do you have?**
   A. None.
   B. 1-5.
   C. 6-10.
   D. 11-15.
   E. 16-20.
   F. More than 20.

137. **How many friends <u>without</u> disabilities do you have?**
   A. None.
   B. 1-5.
   C. 6-10.
   D. 11-15.
   E. 16-20.
   F. More than 20.

138. How do you feel about the relationship that you have with your friends?

A. Not applicable (no friends).
B. Very happy.
C. Somewhat happy.
D. Somewhat unhappy.
E. Very unhappy.

What difficulties are preventing you from achieving your goals and objectives in the following areas? (Please fill in the blanks.)

139. Friendships (socializing with others, making friends):_____
_____
_____

140. Integrating into the community (becoming a part of your community):_____
_____
_____

Section V: POST-SECONDARY EDUCATION INFORMATION

143. Which type of post-secondary school are you currently attending?

A. Does not apply, participant is not attending school now.
B. Community college.
C. Junior college.
D. University/college (four year).
E. Business school.
F. High School (GED classes)
G. Trade-technical school (proprietary school).
H. Military training.
I. Adult Basic Education.
J. Other (specify)_____.

141. If you have <u>never</u> pursued post-secondary education choose the best response to indicate the reason.

A. Does not apply, participant has attended/is attending post-secondary school.
B. Lack of money.
C. Poor grades.
D. Personal/emotional problems.
E. Necessary support services were not available.
F. Medical reasons.
G. Lacked prerequisite coursework.
H. I did not feel like I could make it in school.
I. Lack of transportation.
J. Did not want to attend.
K. Other (specify)_____.

142. Which one of the following responses best describes the reason that you are no longer pursuing post-secondary education?

A. Does not apply, participant never attended post-secondary school.
B. Does not apply, participant is currently enrolled in a post-secondary school.
C. Does not apply, participant is currently working.
D. Instructors were non-supportive.
E. Necessary support services were not available.
F. Lack of money.
G. Found coursework too difficult.
H. Personal problems.
I. Medical reasons.
J. Found coursework uninteresting.
K. Adjustment difficulties.
L. Failed Texas Academic Skills Program (TASP).
M. Other (specify)_____.
N. Student graduated/completed post-secondary school program.

144. How many credit hours per week are you taking this semester?

A. Does not apply.
B. 1-3.
C. 4-6.
D. 7-9.
E. 10-12.
F. 13-15.
G. 16 or more.

145. Below is a list of services typically provided to post-secondary students with disabilities. Please circle the appropriate response using the following key:

Used - indicates services which the participant has used or is currently using at his/her post-secondary school.

Need - indicates that the participant requested particular services, services were not available, or the participant was deemed ineligible.

NA - indicates that the participant has not requested or does not need or desire the service.

A.	Information about service availability.	Used	Need	NA
B.	Priority registration and/or advising.	Used	Need	NA
C.	Pre-admission information.	Used	Need	NA
D.	Flexible testing arrangements/exam modifications.	Used	Need	NA
E.	Special equipment.	Used	Need	NA
F.	Note takers.	Used	Need	NA
G.	Sign language interpreters.	Used	Need	NA
H.	Personal care attendant services or referral.	Used	Need	NA
I.	Tutors.	Used	Need	NA
J.	Career counseling/placement.	Used	Need	NA
K.	Financial aid.	Used	Need	NA
L.	Other (specify)_____.			

If you are attending a post-secondary school, please indicate whether or not you used the facilities listed below. (If you are not attending a post-secondary school, please circle NA for each facility).

146.	Library.	Y	N	D	NA
147.	Student union.	Y	N	D	NA
148.	Recreational facilities.	Y	N	D	NA
149.	Placement office.	Y	N	D	NA
150.	Counseling center.	Y	N	D	NA
151.	Learning skills center.	Y	N	D	NA
152.	Financial aid office.	Y	N	D	NA
153.	Health center.	Y	N	D	NA
154.	Cafeteria.	Y	N	D	NA
155.	Other (specify)_____.				

156. What difficulties are preventing you from getting additional education or training?

_____

_____

_____

_____

Section VI: FUTURE EXPECTATIONS INFORMATION

		Y	N	D
157.	**Do you expect to own your own home, condominium, townhouse?**			
	In the next year, which of the following recreational activities do you expect to participate in?			
158.	Independent recreation and leisure activities (on my own).	Y	N	D
159.	Activities with my family or my friends.	Y	N	D
160.	Specialized recreation for persons with disabilities (Special Olympics, camp for individuals with disabilities, etc.).	Y	N	D
161.	Community supported programs available to anyone.	Y	N	D
162.	Clubs and organizations in my community.	Y	N	D
163.	Church (religious organization) sponsored.	Y	N	D
164.	Other (specify)_____.			

165. Which of the following best describes your level of expectation for obtaining and/or keeping a job in the next year?

A. Very high.
B. Fairly high.
C. Fairly low.
D. Very low.

166. Which of the following best describes your level of expectation for obtaining post-secondary education or training in the next year?

A. Very high.
B. Fairly high.
C. Fairly low.
D. Very low.

167. Which of the following best describes your level of expectation for living independently in the next year?

A. Very high.
B. Fairly high.
C. Fairly low.
D. Very low.

168. Which of the following best describes your level of expectation for participation in recreation and leisure activities in the next year?

A. Very high.
B. Fairly high.
C. Fairly low.
D. Very low.

169. Which of the following best describes your level of expectation for developing new friendships in the next year?

A. Very high.
B. Fairly high.
C. Fairly low.
D. Very low.

170. Which of the following best describes the living arrangement that you expect to have in the next year?

A. Living at home with parents.
B. Supervised housing/foster home.
C. Independently in an apartment alone.
D. Independently with spouse or roommate(s).
E. Federally subsidized housing.
F. Public facility (list type)_____.
G. Private facility (list type)_____.
H. Other (specify)_____.

171. What kind of employment situation do you expect to have in the next year?

A. Full-time competitive employment without support.
B. Part-time competitive employment without support.
C. Part-time employment with support.
D. Non-competitive employment.
E. Other (specify)_____.
F. No plans for employment.

172. What goal do you hope to achieve by attending post-secondary school?

A. Does not apply, not attending post-secondary school.
B. Self-improvement/personal enrichment.
C. To obtain a degree or certificate.
D. To help with vocational/career goals.
E. Other (specify)_____.

173. Now that you have been out of high school for a number of years, what parts of your high school experience were most beneficial to your life after school?

_____
_____
_____
_____

Thank you very much for your cooperation with this study.

A SURVEY OF STUDENTS WITH DISABILITIES IN TRANSITION: SCHOOL YEAR 1995-1996

FOR STUDENTS WHO ARE IN SCHOOL

This survey is part of an ongoing study initiated by the Texas Education Agency (TEA) to assess the effectiveness of transition planning in Texas. During the 1991-1992, 1992-1993, 1993-1994, 1994-1995 school years you provided data on individual participants in special education programs. This survey is designed to gather information on the same individuals. Because this is an ongoing study, it is extremely important that every effort be made to locate the individual for whom the initial data were gathered in your school district.

Student's Name:_____

Student's ID Code (assigned by TEA):_____

Name of School District:_____

County-District Number:_____

PLEASE COMPLETE THIS SECTION

Name of school staff member completing this survey:_____

Title/Position:_____

Home Telephone: (_____)_____ Work Telephone:(_____)_____

IF YOU ARE UNABLE TO COMPLETE THIS SURVEY PLEASE COMPLETE THIS SECTION

Please circle the number that corresponds to the most accurate description of the reason you are unable to complete this survey.

1. Student cannot be located (no further information available).
2. Student is deceased.
3. Student does not wish to take part in the study.
4. Other (please explain)_____

GENERAL INSTRUCTIONS FOR COMPLETING THIS SURVEY:

- You, the interviewer, should be familiar with the student, the individual education plan (IEP), the individual transition plan (ITP), and special education programs.
- You should have the student's folder to use while filling out this survey
- If you are the district contact person, please return the completed survey to

Deborah Norris
Region XI Education Service Center
3001 North Freeway
Fort Worth, Texas 76106

- If you are not the district contact person, please return the completed survey to the district contact person.
- If you have questions about this instrument, completing this instrument, or locating a student please call Deborah Norris at (817)740-3619 X175 or Blyth Riegel at (817)740-3619 X625.

PLEASE COMPLETE THIS SECTION

Student's home telephone: (____)_____ Work Telephone: (____)_____

Student's address:_____
street city

_____
state zip code

Name of person interviewed (if not student):_____

Address:_____
street city

_____
state zip code

Relationship to student:_____

ITEM FORMATS

There are three types of item formats on this survey. Examples of the three types are as follows:

Example of Type One:

Y = yes
N = no
D = don't know

1. Do you eat most of your meals in restaurants? Y N D

- If the participant eats most meals in restaurants, circle **Y** for yes.
- If the participant does not eat most meals in restaurants, circle **N** for no.
- If the participant does not know whether he or she eats most meals in restaurants circle **D** for don't know.

Example of Type Two:

Circle only **one** response for questions of this type.

1. What is your primary means of getting to and from work?
A. Walk.
B. Private car/truck.
C. Public transportation.
D. Other.

- If the participant walks to work, circle A.
- If the participant rides or drives to work in a private car/truck, circle B.
- If the participant uses public transportation to get to work, circle C.
- If the participant uses other means to get to work, circle D.

Example of Type Three:

Please note the services listed below. Please circle **Used** if you have used or are currently using this service. Please circle **Need** if you requested this service, and if this service was not available or you were determined to be ineligible for this service. Circle **NA** if you have not requested this service or you do not need or desire this service.

1. Transportation. Used Need NA

- If the participant used or is using transportation, circle **Used**.
- If the participant needs transportation services, circle **Need**.
- If the participant does not need or desire transportation services, circle **NA**.

Section I: DEMOGRAPHIC AND GENERAL INFORMATION

1. **Circle the response that corresponds to the student's age as of the end of the school year (June, 1996).**
   A. 16.
   B. 17.
   C. 18.
   D. 19.
   E. 20
   F. Other (specify)_____.

2. **Circle the response that corresponds to the student's expected year of graduation.**
   A. Student has already graduated.
   B. 1996.
   C. 1997.
   D. 1998.
   E. Other (Specify)_____.

3. **Indicate if the student is eligible for the following programs.**

A.	Free meals.	Y	N	D
B.	Reduced price meals.	Y	N	D
C.	Other economic disadvantaged.	Y	N	D
D.	Not identified as economically disadvantaged.	Y	N	D

4. **Circle the response that corresponds to the student's current living arrangement.**
   A. Lives with family members (including aunts, uncles, grandparents, etc.).
   B. Lives independently alone or with friends/roommate(s).
   C. Supervised living (group home, ICF facility, etc.).
   D. Other (specify)_____.

5. **Circle the response that corresponds to the student's primary means of communication.**
   A. American Sign Language (ASL).
   B. English.
   C. Spanish.
   D. Vietnamese.
   E. Student is nonverbal and uses adaptive technology.
   (Specify type of adaptive equipment:_____).
   F. Student is nonverbal.
   G. Other (specify)_____.

6. **For the 1995-1996 school year, how many (total) days was the student absent from school through the third grading period?**
   A. Five or fewer days.
   B. Six to ten days.
   C. Eleven to fifteen days.
   D. Sixteen or more days.
   E. Cannot obtain this information.

7. **For students receiving grades in regular education, what was this student's overall grade point average for the third grading period?**
   A. Less than 1.0.
   B. 1.0 to 1.5.
   C. 1.6 to 2.0.
   D. 2.1 to 2.5.
   E. 2.6 to 3.0.
   F. 3.1 to 3.5.
   G. 3.6 to 4.0.
   H. Not applicable, student does not receive grades in regular education.

8. **How many failure notices were sent to this student in the third grading period?**
   A. Not applicable.
   B. None.
   C. One.
   D. Two.
   E. Three or more.
   F. Cannot obtain this information.

Section II: INDIVIDUAL TRANSITION PLAN (ITP). Please use the student's ITP to answer the questions in this section.

9. **Does the student have a written ITP for the 1995-1996 school year?** Y N D

10. **Circle the response that best describes the source of transition services, for this student.**
   A. Public education.
   B. Other agency (other than public education).
   C. Both public education and participating agency.
   D. Student does not receive transition services.

11. Indicate whether each of the following outcome areas was addressed on the student's 1995-1996 ITP.

A.	Post-secondary education.	Y	N	D
B.	Employment.	Y	N	D
C.	Recreation/social/leisure.	Y	N	D
D.	Independent living options housing, support services).	Y	N	D
E.	General considerations (income resources, medical services, transportation).	Y	N	D
F.	Other (specify)_____.			

12. Indicate whether each of the following services is needed <u>now</u> by the student, according to the student's 1995-1996 ITP.

A.	Vocational assessment.	Y	N	D
B.	Career counseling/school guidance.	Y	N	D
C.	Rehabilitation counseling.	Y	N	D
D.	Career/vocational education classes.	Y	N	D
E.	Community based training/work experience.	Y	N	D
F.	Job placement.	Y	N	D
G.	Ongoing employment support.	Y	N	D
H.	Academic instruction.	Y	N	D
I.	Independent & community living/recreation.	Y	N	D
J.	Self-advocacy training.	Y	N	D
K.	Social skill training/support.	Y	N	D
L.	Income assistance (SSI, PASS, etc.).	Y	N	D
M.	Residential support services.	Y	N	D
N.	Transportation.	Y	N	D
O.	Case management and coordination.	Y	N	D
P.	Guardianship.	Y	N	D
Q.	Medical assistance/therapies.	Y	N	D
R.	Assistive/adaptive devices.	Y	N	D
S.	Attendant services.	Y	N	D
T.	Financial planning.	Y	N	D
U.	Individual and family support services.	Y	N	D
V.	Other (specify)_____.			

13. Indicate whether the student is <u>currently</u> receiving the following services.

A.	Vocational assessment.	Y	N	D
B.	Career counseling/school guidance.	Y	N	D
C.	Rehabilitation counseling.	Y	N	D
D.	Career/vocational education classes.	Y	N	D
E.	Community based training/work experience.	Y	N	D
F.	Job placement.	Y	N	D
G.	Ongoing employment support.	Y	N	D
H.	Academic instruction.	Y	N	D
I.	Independent & community living/recreation.	Y	N	D
J.	Self-advocacy training.	Y	N	D
K.	Social skill training/support.	Y	N	D
L.	Income assistance (SSI, PASS, etc.).	Y	N	D
M.	Residential support services.	Y	N	D
N.	Transportation.	Y	N	D
O.	Case management and coordination.	Y	N	D
P.	Guardianship.	Y	N	D
Q.	Medical assistance/therapies.	Y	N	D
R.	Assistive/adaptive devices.	Y	N	D
S.	Attendant services.	Y	N	D
T.	Financial planning.	Y	N	D
U.	Individual and family support services.	Y	N	D
V.	Other (specify)_____.			

14. Indicate whether the student <u>will need</u> the following services after the 1995-1996 school year.

A.	Vocational assessment.	Y	N	D
B.	Career counseling/school guidance.	Y	N	D
C.	Rehabilitation counseling.	Y	N	D
D.	Career/vocational education classes.	Y	N	D
E.	Community based training/work experience.	Y	N	D
F.	Job placement.	Y	N	D
G.	Ongoing employment support.	Y	N	D
H.	Academic instruction.	Y	N	D
I.	Independent & community living/recreation.	Y	N	D
J.	Self-advocacy training.	Y	N	D
K.	Social skill training/support.	Y	N	D
L.	Income assistance (SSI, PASS, etc.).	Y	N	D
M.	Residential support services.	Y	N	D
N.	Transportation.	Y	N	D
O.	Case management and coordination.	Y	N	D
P.	Guardianship.	Y	N	D
Q.	Medical assistance/therapies.	Y	N	D
R.	Assistive/adaptive devices.	Y	N	D
S.	Attendant services.	Y	N	D
T.	Financial planning.	Y	N	D
U.	Individual and family support services.	Y	N	D
V.	Other (specify)_____.			

15. **Indicate on a scale of 1 to 4 the extent to which the following services helped the student achieve ITP goals. If the student did not receive the service, please circle NA (not applicable).**

1 = very helpful
2 = somewhat helpful
3 = somewhat unhelpful
4 = very unhelpful
NA = not applicable

A.	Vocational assessment.	1	2	3	4	NA
B.	Career counseling/school guidance.	1	2	3	4	NA
C.	Rehabilitation counseling.	1	2	3	4	NA
D.	Career/vocational education classes.	1	2	3	4	NA
E.	Community based training/work experience.	1	2	3	4	NA
F.	Job placement.	1	2	3	4	NA
G.	Ongoing employment support.	1	2	3	4	NA
H.	Academic instruction.	1	2	3	4	NA
I.	Independent & community living/recreation.	1	2	3	4	NA
J.	Self-advocacy training.	1	2	3	4	NA
K.	Social skill training/support.	1	2	3	4	NA
L.	Income assistance (SSI, PASS, etc.).	1	2	3	4	NA
M.	Residential support services.	1	2	3	4	NA
N.	Transportation.	1	2	3	4	NA
O.	Case management and coordination.	1	2	3	4	NA
P.	Guardianship.	1	2	3	4	NA
Q.	Medical assistance/therapies.	1	2	3	4	NA
R.	Assistive/adaptive devices.	1	2	3	4	NA
S.	Attendant services.	1	2	3	4	NA
T.	Financial planning.	1	2	3	4	NA
U.	Individual and family support services.	1	2	3	4	NA
V.	Other (specify)_____.					

16. For each item, indicate whether or not that individual attended the student's last ITP meeting.

A.	Student.	Y	N	D
B.	Parent or guardian.	Y	N	D
C.	General education classroom teacher.	Y	N	D
D.	Regular vocational education representative.	Y	N	D
E.	Special education classroom teacher.	Y	N	D
F.	Special vocational education representative.	Y	N	D
G.	Special education assessment staff.	Y	N	D
H.	School transition coordinator.	Y	N	D
I.	School supervisor/administrator.	Y	N	D
J.	Advocate.	Y	N	D
K.	Agency representative(s).	Y	N	D
L.	Other service providers (specify)_____.			

17. Indicate whether the following service providers <u>were invited</u> to attend the student's last ITP meeting.

A.	Home school district.	Y	N	D
B.	Texas Rehabilitation Commission (TRC).	Y	N	D
C.	Texas Workforce Commission (TWC).	Y	N	D
D.	Texas Department of Health (TDH).	Y	N	D
E.	Texas Department of Human Services (DHS).	Y	N	D
F.	Texas Commission for the Blind (TCB).	Y	N	D
G.	Texas Commission for the Deaf (TCD).	Y	N	D
H.	Texas Youth Commission (TYC).	Y	N	D
I.	Texas Department of Criminal Justice (TDCJ).	Y	N	D
J.	TX Dept. of Mental Health/Mental Retardation (TXMHMR).	Y	N	D
K.	Local Mental Health/Mental Retardation center.	Y	N	D
L.	Juvenile Probation Commission (JPC).	Y	N	D
M.	Independent Living Center (ILC).	Y	N	D
N.	Job Training Partnership Act (JTPA)/ Private Industry Council (PIC).	Y	N	D
O.	Other agency representative (specify)_____.			
P.	Other public service provider (specify)_____.			
Q.	Private provider (specify)_____.			

18. Indicate whether the following service providers <u>attended</u> the student's last ITP meeting.

A.	Home school district.	Y	N	D
B.	Texas Rehabilitation Commission (TRC).	Y	N	D
C.	Texas Workforce Commission (TWC).	Y	N	D
D.	Texas Department of Health (TDH).	Y	N	D
E.	Texas Department of Human Services (DHS).	Y	N	D
F.	Texas Commission for the Blind (TCB).	Y	N	D
G.	Texas Commission for the Deaf (TCD).	Y	N	D
H.	Texas Youth Commission (TYC).	Y	N	D
I.	Texas Department of Criminal Justice (TDCJ).	Y	N	D
J.	TX Dept. of Mental Health/Mental Retardation (TXMHMR).	Y	N	D
K.	Local Mental Health/Mental Retardation center.	Y	N	D
L.	Juvenile Probation Commission (JPC).	Y	N	D
M.	Independent Living Center (ILC).	Y	N	D
N.	Job Training Partnership Act (JTPA)/ Private Industry Council (PIC).	Y	N	D
O.	Other agency representative (specify)_____.			
P.	Other public service provider (specify)_____.			
Q.	Private provider (specify)_____.			

19. **If the following service provider <u>attended</u> the student's ITP meeting, please indicate on a scale of 1 to 4 how helpful it was to have the service provider in attendance. If a service provider did not attend the meeting, please circle NA (not applicable).**

1 = very helpful
2 = somewhat helpful
3 = somewhat unhelpful
4 = very unhelpful
NA = not applicable

A.	Home school district.	1 2 3 4 NA
B.	Texas Rehabilitation Commission (TRC).	1 2 3 4 NA
C.	Texas Workforce Commission (TWC).	1 2 3 4 NA
D.	Texas Department of Health (TDH).	1 2 3 4 NA
E.	Texas Department of Human Services (DHS).	1 2 3 4 NA
F.	Texas Commission for the Blind (TCB).	1 2 3 4 NA
G.	Texas Commission for the Deaf (TCD).	1 2 3 4 NA
H.	Texas Youth Commission (TYC).	1 2 3 4 NA
I.	Texas Department of Criminal Justice (TDCJ).	1 2 3 4 NA
J.	TX Dept. of Mental Health/Mental Retardation (TXMHMR).	1 2 3 4 NA
K.	Local Mental Health/Mental Retardation center.	1 2 3 4 NA
L.	Juvenile Probation Commission (JPC).	1 2 3 4 NA
M.	Independent living center (ILC).	1 2 3 4 NA
N.	Job Training Partnership Act (JTPA)/ Private Industry Council (PIC).	1 2 3 4 NA
O.	Other agency representative (specify)_____.	
P.	Other public service provider (specify)_____.	
Q.	Private provider (specify)_____.	

20. Indicate whether information about each of the following service providers was furnished to school district personnel.

A.	Texas Rehabilitation Commission (TRC).	Y	N	D
B.	Texas Workforce Commission (TWC).	Y	N	D
C.	Texas Department of Health (TDH).	Y	N	D
D.	Texas Department of Human Services (DHS).	Y	N	D
E.	Texas Commission for the Blind (TCB).	Y	N	D
F.	Texas Commission for the Deaf (TCD).	Y	N	D
G.	Texas Youth Commission (TYC).	Y	N	D
H.	Texas Department of Criminal Justice (TDCJ).	Y	N	D
I.	TX Dept. of Mental Health/Mental Retardation (TXMHMR).	Y	N	D
J.	Local Mental Health/Mental Retardation center.	Y	N	D
K.	Juvenile Probation Commission (JPC).	Y	N	D
L.	Independent Living Center (ILC).	Y	N	D
M.	Job Training Partnership Act (JTPA)/ Private Industry Council (PIC).	Y	N	D
N.	Other agency representative (specify)_____.			
O.	Other public service provider (specify)_____.			
P.	Private provider (specify)_____.			

SERVICES NEEDED: Indicate which services the student will need upon graduation from high school, in each of the following categories.

21. <u>Employment</u>.

A.	Vocational assessment.	Y	N	D
B.	Rehabilitation counseling.	Y	N	D
C.	Career/vocational education class.	Y	N	D
D.	Community work experience.	Y	N	D
E.	Job placement.	Y	N	D
F.	Ongoing employment support.	Y	N	D
G.	Other (specify)_____.			

22. <u>Post-secondary education services</u>.

A.	Study skills support.	Y	N	D
B.	Academic coursework.	Y	N	D
C.	Career counseling/school guidance.	Y	N	D
D.	Financial assistance.	Y	N	D
E.	Transportation.	Y	N	D
F.	Other (specify)_____.			

23. Recreation/leisure/social.

A.	Recreation/leisure services.	Y	N	D
B.	Social supports.	Y	N	D
C.	Other (specify)_____.			

24. Independent Living.

A.	Independent living skills training.	Y	N	D
B.	Residential services and supports.	Y	N	D
C.	In-home and family support.	Y	N	D
D.	Respite Care.	Y	N	D
E.	Other (specify)_____.			

25. General services.

A.	Self-advocacy training.	Y	N	D
B.	Income assistance (SSI, rent subsidies, etc.).	Y	N	D
C.	Transportation.	Y	N	D
D.	Case management and coordination.	Y	N	D
E.	Guardianship.	Y	N	D
F.	Assistive/adaptive devices.	Y	N	D
G.	Personal assistant services.	Y	N	D
H.	Financial services.	Y	N	D
I.	Other (specify)_____.			

26. Circle the response that corresponds to student's expectation for employment, according to his or her ITP.

A. Competitive employment.
B. Supported employment.
C. Sheltered employment.
D. Vocational training.
E. Other (specify)_____.

27. Circle the response that corresponds to the student's expectation for vocational training, according to his or her ITP.

A. Vocational rehabilitation.
B. Job Training Partnership Act (JTPA).
C. Mental Health/Mental Retardation (MHMR).
D. Commission for the Blind (TCB).
E. Other (specify)_____.
F. Not addressed in the ITP.

28. Circle the response that corresponds to the student's expectation for post-secondary education, according to his or her ITP.

A. Community college.
B. Junior college.
C. University/college (four year).
D. Business school.
E. Trade-technical school (proprietary school).
F. Military training.
G. Adult basic education.
H. High school (GED classes).
I. Other (specify)_____.
J. Not addressed in the ITP.

29. Circle the response that corresponds to the student's expectation for long term living arrangement, according to his or her ITP.

A. Will live with family members.
B. Will live alone or with roommate(s) without support.
C. Will live alone or with roommate(s) with support.
D. Supervised living (group home, intermediate care facility, etc.).
E. Other (specify)_____.
F. Not addressed in the ITP.

30. Circle the response that corresponds to the student's expectation for recreation/leisure, according to his or her ITP.

A. Community recreation and leisure activities.
B. Independent recreation and leisure activities.
C. Specialized recreational programs for people with disabilities.
D. Day programs for people with disabilities who are unemployed.
E. Other (specify)_____.
F. Not addressed in the ITP.

31. Does the ITP indicate support aids and services needed for participating in employment? Y N D

32. Does the ITP indicate support aids and services needed for participating in post-secondary education? Y N D

33. Does the ITP indicate support aids and services needed for participating in community activities? Y N D

Section III: INDIVIDUAL EDUCATION PLAN (IEP). Please use the student's individual education plan (IEP) for the 1995-1996 school year in answering the questions in this section.

34. Does the student's individual education plan (IEP) include annual objectives developed from the individual transition plan (ITP)? Y N D

35. Does the student's IEP include annual objectives developed from the ITP in each of the following areas?

A. Post-secondary education. Y N D
B. Employment. Y N D
C. Recreation/social/leisure. Y N D
D. Independent living (housing, adult responsibilities, support services, etc.). Y N D
E. General considerations (income resources, medical services, transportation, etc.). Y N D
F. Other considerations (specify)_____.

36. Please indicate on a scale of 1 to 4, the extent to which you agree with the following statements.

1 = completely
2 = more yes than no
3 = more no than yes
4 = not at all

A. IEP goals for this student consist of a coordinated set of activities. 1 2 3 4

B. IEP goals for this student reflect an outcome-oriented process. 1 2 3 4

C. IEP goals for this student promote movement from school to post-school activities. 1 2 3 4

37. Indicate whether each of the following transition services was addressed on the student's current IEP.

A.	Instruction.	Y	N	D
B.	Community experiences.	Y	N	D
C.	Employment.	Y	N	D
D.	Post-school adult living objectives.	Y	N	D
E.	If appropriate, acquisition of daily living skills.	Y	N	D
F.	If appropriate, acquisition of functional vocational evaluation.	Y	N	D
G.	Other (specify)_____.			

38. Indicate whether each of the following supports was indicated on the IEP, to assist the student in participating in extra-curricular activities with students who <u>do not</u> have disabilities.

A.	Independent (student participates w/o supports).	Y	N	D
B.	Peer supports (e g., buddy system).	Y	N	D
C.	Staff support (e.g., educational aide).	Y	N	D
D.	Activity/materials modification.	Y	N	D
E.	Other (specify)_____.			
F.	Not included in the IEP.	Y	N	D

39. For the <u>reading</u> section of the most recent Texas Assessment of Academic Skills (TAAS) test, indicate whether the student achieved a passing score.

A. Yes.
B. No.
C. Did not take the reading section because of exemption.
D. Did not take the reading section for other reasons.

40. For the <u>mathematics</u> section of the most recent Texas Assessment of Academic Skills (TAAS) test, indicate whether the student achieved a passing score.

A. Yes.
B. No.
C. Did not take the mathematics section because of exemption.
D. Did not take the mathematics section for other reasons.

41. For the <u>written language</u> section of the most recent Texas Assessment of Academic Skills (TAAS) test, indicate whether the student achieved a passing score.

A. Yes.
B. No.
C. Did not take the written language section because of exemption.
D. Did not take the written language section for other reasons.

42. Circle the number that corresponds to the type of graduation expected for or achieved by this student.

A. Completion of minimum academic requirements for graduation applicable to students in regular/general education, including satisfactory performance on the exit level assessment instrument.
B. Completion of Individual Education Program (IEP) requirements and full time employment with sufficient self-help skills to maintain employment without public school services.
C. Completion of IEP requirements and demonstrated mastery of specific employability and self-help skills.
D. Completion of IEP requirements and student "ages out" (reaches age 22) with a diploma.
E. Not expected to graduate.

43. Please indicate the number of periods per day that the student attends each of the following classes.

1 = one period a day
2 = two periods a day
3 = half day
4 = full day
NA = student does not attend the class

A.	Regular vocational education (classroom and lab only).	1 2 3 4 NA
B.	Regular vocational education (with community-based or cooperative work experience).	1 2 3 4 NA
C.	VEH (Vocational education taught by a vocational education faculty member in a lab setting where all students are individuals with disabilities).	1 2 3 4 NA
D.	IVE (Vocational education taught by a vocational education faculty member in a setting where all students are individuals with disabilities with community-based educational experience).	1 2 3 4 NA
E.	VAC (Separate vocational education taught by a special education faculty member).	1 2 3 4 NA
F.	CBI (Separate vocational education taught by a special education faculty member which includes community-based instruction).	1 2 3 4 NA

44. **Indicate the level of vocational assessment [as defined in SBOE rule §89.233 (g) (3) (A), (B), & (C)] given to this particular student at any time during his or her education.**

A.	Level one vocational assessment.	Y	N	D
B.	Level two vocational assessment.	Y	N	D
C.	Level three vocational assessment.	Y	N	D

45. **Is the student's current placement at his or her home school campus?** Y N D

46. **Circle the number that best corresponds to the student's primary instructional arrangement in special education for the 1995-1996 school year (please circle only one response).**

A. Resource room.
B. Self-contained, mild and moderate, regular campus.
C. Self-contained, severe and profound, regular campus.
D. Self-contained, separate campus.
E. Multidistrict (out-of-district) class.
F. Vocational adjustment class (VAC).
G. Community class.
H. Homebound.
I. Hospital class.
J. Speech therapy.
K. Nonpublic day school.
L. Residential care and treatment facility.
M. Mainstream.
N. Other (specify)_____.

47. **Circle the response that corresponds to where this student spends most of his or her school day.**

A. Regular class (full time).
B. Regular class (with some pull-out services).
C. Self-contained (full time).
D. Self-contained (some regular classes).
E. Self-contained special education (regular campus).
F. Self-contained special education (separate campus).
G. Other (specify)_____.

48. Circle the response that corresponds most closely to the number of hours per week that the student spends in <u>regular</u> educational settings (excluding lunch) with peers <u>without</u> disabilities.

A. Less than one hour per week.
B. One to five hours per week.
C. Six to ten hours per week.
D. 11-15 hours per week.
E. 16-20 hours per week.
F. 21-25 hours per week.
G. 26-30 hours per week.

49. Circle the response that most closely corresponds to the number of hours per week that the student spends in <u>special</u> educational settings (with students who <u>have</u> disabilities).

A. Less than one hour per week.
B. One to five hours per week.
C. Six to ten hours per week.
D. 11-15 hours per week.
E. 16-20 hours per week.
F. 21-25 hours per week.
G. 26-30 hours per week.

50. Indicate if the student's IEP stipulated goals and objectives for developing and maintaining positive social relationships with persons without disabilities in the following settings.

A. Home.	Y	N	D
B. School.	Y	N	D
C. Community.	Y	N	D

51. Indicate whether or not the student is expected to use each of the following environments in order to complete his or her high school program.

A. Vocational-technical school.	Y	N	D
B. Community college campus.	Y	N	D
C. University/four-year campus.	Y	N	D
D. Stays on high school campus.	Y	N	D
E. Non-traditional settings.	Y	N	D

F. Other (specify)_____.

52. Indicate whether the student has received or will receive any of the following related services during the 1995-1996 school year.

Y = has received or will receive the related service
N = has not received and will not receive the related service
D = don't know
NA = not applicable

A.	Audiology.	Y	N	D	NA
B.	Counseling services.	Y	N	D	NA
C.	Medical services.	Y	N	D	NA
D.	Occupational therapy.	Y	N	D	NA
E.	Parent counseling and training.	Y	N	D	NA
F.	Physical therapy.	Y	N	D	NA
G.	Psychological services.	Y	N	D	NA
H.	Therapeutic recreation.	Y	N	D	NA
I.	Social work services in schools.	Y	N	D	NA
J.	Speech pathology (not instructional arrangement).	Y	N	D	NA
K.	Adaptive and assistive technology.	Y	N	D	NA
L.	Art therapy.	Y	N	D	NA
M.	Corrective therapy.	Y	N	D	NA
N.	Music therapy.	Y	N	D	NA
O.	Orientation and mobility training.	Y	N	D	NA
P.	School health services.	Y	N	D	NA
Q.	Visual training therapy (not by VH teacher).	Y	N	D	NA
R.	Braille training.	Y	N	D	NA
S.	Recreation therapy.	Y	N	D	NA
T.	Transportation.	Y	N	D	NA
U.	Rehabilitation counseling.	Y	N	D	NA
V.	Vocational training.	Y	N	D	NA
W.	Integrated/supported employment.	Y	N	D	NA
X.	Education (continuing/post/adult).	Y	N	D	NA
Y.	Adult services.	Y	N	D	NA
Z.	Independent Living.	Y	N	D	NA
AA.	Community participation.	Y	N	D	NA
BB.	Other (specify)_____.				

53. Circle the response that best describes the student's situation during the 1995-1996 school year.

A. Competitive employment.
B. Supported employment.
C. Sheltered employment.
D. Volunteer work.
E. Classroom-based prevocational skills.
F. Community-based educational training/instruction.
G. Unemployed.
H. Other (specify)_____.

54. Indicate if the student's IEP addresses issues of self-determination (self-empowerment, self-advocacy, etc.) at each of the following levels.

A.	Goals.	Y	N	D
B.	Objectives.	Y	N	D
C.	Activities.	Y	N	D

Section IV: CLASSROOM TEACHER OR SUPERVISOR INFORMATION

55. Please answer the following questions about extra-curricular activities.

A.	Does the student participate in extra-curricular activities with his or her age-appropriate peers who do not have disabilities?	Y	N	D
B.	Does the student participate in extra-curricular activities that are designed specifically for students with disabilities (e.g., Special Olympics)?	Y	N	D

56. Indicate whether or not the student needs each of the following services for effective transition.

A.	Attendant services/personal hygiene.	Y	N	D
B.	Fiscal assistance.	Y	N	D
C.	Family support services.	Y	N	D
D.	Independent living assistance.	Y	N	D
E.	Transportation.	Y	N	D
F.	Community resources.	Y	N	D
G.	Other (specify)_____.			

57. Circle the response that best corresponds to the primary means that the student uses to get around the community (circle only one option).

A. Walks.
B. Rides a bicycle.
C. Drives a motor vehicle.
D. Uses public transportation.
E. Depends on family.
F. Depends on friends/co-workers.
G. Other (specify)_____.
H. Student does not move about the community.

58. Circle the response that best corresponds to the primary type of public transportation that the student uses (circle only one).

A. Mainline transit (big bus).
B. Special transit service (little bus).
C. Taxi service.
D. Other (specify)_____.
E. Student does not use public transportation.

59. Did this student receive general school guidance counseling, for assistance in selecting appropriate educational courses?

A. Yes.
B. No.
C. Don't know.

60. Indicate whether or not each of the following methods was used to communicate to the family <u>prior</u> to the individual transition plan (ITP) meeting, about the ITP meeting.

A.	Home visit.	Y	N	D
B.	Brochures.	Y	N	D
C.	Letter of notification.	Y	N	D
D.	Personal phone call.	Y	N	D
E.	School workshop/training.	Y	N	D
F.	Futures planning session.	Y	N	D
G.	Resource guide/directory.	Y	N	D
H.	Parent(s)' night.	Y	N	D
I.	Current Parents' Rights Handbook.	Y	N	D
J.	Parent visits school.	Y	N	D
K.	Other (specify)_____.			
L.	Don't know.	Y	N	D

61. For each of the following, indicate whether that method was used to promote family awareness about other service providers and community resources which may be available to the student after his or her exit from high school.

A.	Parent education meetings.	Y	N	D
B.	Distribute printed information to parents.	Y	N	D
C.	Refer parents to Texas Transition Task Force.	Y	N	D
D.	Refer parents to parent groups (PATH, LDA, etc.).	Y	N	D
E.	Refer parents to local service providers.	Y	N	D
F.	Share information at the student's IEP/ITP meeting(s).	Y	N	D
G.	Other (specify)_____.			
H.	Unaware of any efforts to inform parents.	Y	N	D

62. Indicate whether goals and/or structure of the ITP changed from the 1994-1995 school year to the 1995-1996 school year in each of the following areas.

A.	Employment.	Y	N	D
B.	Post-secondary education.	Y	N	D
C.	Independent living.	Y	N	D
D.	Recreation.	Y	N	D
E.	Leisure.	Y	N	D
F.	Socialization.	Y	N	D

Considering all you know about this student and about the transition process:

63. Do you feel that the ITP process is meeting the student's transition needs? Y N D
(Please explain.)

64. Do you feel that the student's individual transition plan (ITP) developed at the ITP meeting, is acceptable to the student/parent(s) or guardian? Y N D
(Please explain.)

COMMENTS

If you have anything further that you wish to share with us on the ITP process and how well it is or is not working in this student's case, please feel free to tell us on this page. All information will be kept confidential.

THANK YOU FOR YOUR COOPERATION WITH THIS STUDY.

Appendix C

Data Collected During 1995-1996 School Year

Transition Component (1995-1996)

	Out of School Comparison	
	4 years after high school (N=121)	1 year after high school (N=?)
Participant and Family Information		
1. Program completed in high school:		
college preparation	3.6%	**
general education	16.1%	**
vocational education for students receiving special education services	30.4%	**
regular vocational education for all students	5.4%	**
Other	44.6%	**
2-6. Ownership of written plans:		
Individual Program Plan	23.5%	**
Individual Habilitation Plan	6.1%	**
Individual Treatment Plan	35.9%	**
Individual Written Rehabilitation Plan	5.5%	**
Other		
7-11. Attend meeting to develop written plans:		
Individual Program Plan	27.7%	**
Individual Habilitation Plan	5.5%	**
Individual Treatment Plan	31.5%	**
Individual Written Rehabilitation Plan	8.3%	**
Other		
12-16. Family member attend meeting to develop written plans:		
Individual Program Plan	18.6%	**
Individual Habilitation Plan	7.3%	**
Individual Treatment Plan	28.6%	**
Individual Written Rehabilitation Plan	9.3%	**
Other		
17. Helped to develop goals/objectives for written plans:	37.9%	**
18-27. Services received this past year:		
Texas Rehabilitation Commission	27.1%	**
Tx Department MH/MR	37.8%	**
Texas Department of Health	11.0%	**
Texas Department of Human Services	18.5%	**
Texas Commission for the Blind	5.1%	**
Texas Workforce Commission	2.5%	**
Texas Commission for the Deaf	0.8%	**
Department of Criminal Justice/Corrections	1.7%	**
Independent Living Centers	4.3%	**
Other provider		**
28-31. Criminal Justice System		
Misdemeanor conviction	4.9% (n=6)	2.0%
Misdemeanor conviction more than once	1.6% (n=2)	1.0%
Felony conviction	1.6% (n=2)	1.0%
Felony conviction more than once	1.6% (n=2)	0.0%
Employment Information		
32. Have personal information sheet or resume/vita	32.2%	**
33. Primary daily activity:		
Competitive employment (full time)	16.8%	22.0%
Competitive employment (part time)	8.4%	37.0%
Sheltered vocational training	14.3%	31.0%
Community Based Vocational Instruction	0.8%	**
Day activity center	11.8%	5.0%
Homemaker	2.5%	5.0%
Volunteer work	0.8%	2.0%
Student (full time)	10.1%	6.0%
Student (part time)	2.5%	2.0%
Unemployed	18.5%	**
Other	13.4%	**

	Out of School Comparison	
	4 years after high school (N=121)	1 year after high school (N=?)
34-48. Reasons it is difficult to find employment:		
Lack of accessibility in the workplace	6.4%	14.0%
Lack of transportation	17.4%	17.0%
Lack of jobs in the community	23.1%	26.0%
Lack of jobs for which I have been trained	18.3%	*
No one to assist with finding a job	8.4%	13.0%
No one to give attendant care	5.6%	5.0%
No one to provide OTJ coaching/job support	15.0%	14.0%
Lack of job training for jobs available	10.2%	17.0%
Would lose social security benefits	14.0%	5.0%
Medical/health conditions	29.9%	26.0%
Family responsibility	5.6%	3.0%
Currently in training program	4.7%	10.0%
Have not looked for a job/don't want to work	13.6%	18.0%
Problems getting along with others on the job	3.8%	*
Other		23.0%
49. Different employers since high school:		
none	39.0%	**
one	22.9%	**
two	19.5%	**
three	10.2%	**
four or more	6.8%	**
six or more	1.7%	*
50. Reason you lost your job:		
Fired	5.4%	*
Quit	20.4%	*
Health/medical reasons	7.5%	*
Left work to attend school/college	7.5%	*
Lacked transportation	2.2%	*
Job ended	8.6%	*
Other	48.4%	*
51. Employed for the past six months	65.8%	**
52. Did high school prepare you for your current job?		
yes	57.6%	77.0%
no	27.3%	24.0%
don't know	15.2%	0.0%
54-64. Fringe benefits with current job:		
Paid vacations	21.1%	**
Paid overtime	29.8%	**
Paid sick leave	12.3%	**
Paid life insurance	8.9%	**
Paid/partially paid health insurance	19.6%	**
Paid/partially paid dental insurance	7.1%	**
Retirement	5.4%	**
Free meals	16.4%	**
Equal chance for promotion	28.1%	**
Other		**
Employed without fringe benefits	26.4%	37.0%
65. Time on current job:		
Less than six months	19.6%	**
Six months but less than one year	21.6%	**
One year but less than two years	19.6%	**
Two or more years	39.2%	**

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Transition Component

		Out of School Comparison	
		4 years after high school (N=121)	1 year after high school (N=?)
66.	Job category descriptions:		
	Professional, technical, managerial	2.0%	0.0%
	Clerical and sales	16.0%	10.0%
	Service occupations	32.0%	33.0%
	Agriculture, fishery, forestry	4.0%	0.0%
	Processing occupations	2.0%	0.0%
	Machine trades	8.0%	0.0%
	Benchwork occupations	10.0%	10.0%
	Structural work	4.0%	6.0%
	Miscellaneous	22.0%	18.0%
	Other	*	22.0%
67.	Person or agency most helpful in obtaining current job:		
	Self	19.2%	**
	Friend	13.5%	**
	Family	19.2%	**
	School personnel	17.3%	**
	Texas Workforce Commission	0.0%	**
	Texas Rehabilitation Commission	7.7%	**
	Texas Commission for the Blind	0.0%	**
	Texas Department of Human Services	0.0%	**
	Tx Department MH/MR	15.4%	**
	JTPA/Private Industry Council Program	0.0%	**
	Other	7.7%	**
68.	Number of hours worked per week:		
	Less than 10 hours/week	7.8%	**
	10 but less then 20 hours/week	11.8%	**
	20 but less than 30 hours/week	29.4%	**
	30 but less than 40 hours/week	23.5%	**
	40 or more hours/week	27.5%	**
69.	Hourly wage:		
	Less than $1.00 per hour	8.3%	**
	$1.00 but less than $3.00 per hour	18.8%	**
	$3.00 but less than $5.00 per hour	31.3%	**
	$5.00 but less than $7.00 per hour	29.2%	**
	$7.00 but less than $9.00 per hour	10.4%	**
	$9.00 but less than $11.00 per hour	0.0%	**(***)
	$11.00 but less than $13.00 per hour	2.1%	**(***)
	$13.00 or more per hour	0.0%	**(***)
70.	Annual income:		
	Less than $3,000	32.7%	**
	$3,000 but less than $6,000	20.4%	**
	$6,000 but less than $9,000	18.4%	**
	$9,000 but less than $12,000	14.3%	**
	$12,000 but less than $15,000	10.2%	**
	$15,000 but less than $18,000	4.1%	**(***)
	$18,000 but less than $21,000	0.0%	**(***)
	$21,000 ,but less than $24,000	0.0%	**(***)
	$24,000 or more a year	0.0%	**(***)
71.	Feelings about current job:		
	Very satisfied	51.1%	**
	Somewhat satisfied	44.7%	**
	Somewhat dissatisfied	4.3%	**
	Very dissatisfied	0.0%	**

		Out of School Comparison	
		4 years after high school (N=121)	1 year after high school (N=?)
	Independent Living Information		
73.	Driver's license	30.8%	17.0%%
74.	Registered to vote	35.0%	**
75.	Voted in last election	11.7%	**
76.	Uses photo identification card	39.7%	**
77.	Access to working car/truck	37.0%	30.0%
78-84.	Services participant receives:		
	Child care	0.9%	0.0%
	Attendant services	5.9%	5.0%
	Fiscal budgeting	5.2%	6.0%
	Family support programs/services	10.0%	8.0%
	Housekeeping assistance	10.2%	5.0%
	Transportation	14.9%	18.0%
	Other		26.0%
85-91.	Services needed but not getting:		
	Child care	0.0%	3.0%
	Attendant services	5.1%	5.0%
	Fiscal budgeting	8.6%	6.0%
	Family support programs/services	10.4%	8.0%
	Housekeeping assistance	4.3%	3.0%
	Transportation	11.4%	17.0%
	Other		7.0%
92-102.	Benefits participant receives:		
	Social Security Income	69.0%	69.0%
	Social Security Disability Income	27.0%	9.0%
	Medicaid	57.3%	69.0%
	Food Stamps	13.2%	10.0%
	Aid to Families with Dependent Children	0.0%	4.0%
	General assistance	0.0%	2.0%
	Work Incentive Now (SS-WIN)	0.0%	0.0%
	Job Training Partnership Act	0.9%	2.0%
	Women, Infants, and Children program	0.0%	2.0%
	Section 8 housing	2.6%	1.0%
	Other		2.0%
103-113.	Benefits needed but not getting:		
	Social Security Income	7.2%	12.0%
	Social Security Disability Income	6.3%	5.0%
	Medicaid	4.6%	9.0%
	Food Stamps	2.7%	8.0%
	Aid to Families with Dependent Children	0.9%	1.0%
	General assistance	4.5%	10.0%
	Work Incentive Now (SS-WIN)	1.8%	8.0%
	Job Training Partnership Act	1.8%	11.0%
	Women, Infants, and Children program	0.9%	1.0%
	Section 8 housing	3.6%	3.0%
	Other		6.0%
114.	Current living arrangement:		
	Parents or other family members	64.7%	67.0%
	Supervised apartment	0.8%	**
	Group home	8.4%	8.0%
	Nursing home	2.5%	2.0%
	State school/hospital	9.2%	14.0%
	Correctional facility/jail/prison	0.8%	**
	College facility/dorm	4.2%	**
	Independently alone or with others	5.0%	*
	Other	4.2%	10.0%

69. (***)The response options on the survey for this year are [$9 up to <$12], and [$12 or more]

70. (***)The response options on the survey for this year are [$15,000 to $19,999], [$20,000 to $24,999], and [$25,000 or more]

Transition Component

		Out of School Comparison	
		4 years after high school (N=121)	1 year after high school (N=?)
115	Own/co-own home:		
	Yes	1.7%	**
	No	98.3%	**
	Don't know	0.0%	**
116	Apartment, townhouse, etc. rental:		
	Yes	5.9%	**
	No	94.1%	**
	Don't know	0.0%	**
117	Number of children:		
	One	3.3%	4.0%
	Two	0.8%	2.0%
	Three or more	0.0%	1.0%
	None	95.6%	93.0%
118	Marital status:		
	Currently married	3.3%	3.0%
	Separated	0.0%	1.0%
	Divorced	0.8%	0.0%
	Widowed	0.0%	**
	Never married	95.8%	96.0%
119	Length of marriage:		
	Less than one year	2.5%	**
	More than one year, less than three	1.7%	**
	More than three years, less than five	0.0%	**
	More than five years	2.5%	**
	Not applicable	93.3%	**
120	Primary means of getting around in the community:		
	Walk	3.3%	5.0%
	Ride a bicycle	0.8%	0.0%
	Drive motor vehicle	27.3%	16.0%
	Use public transportation	5.0%	6.0%
	Depend on family members	38.8%	45.0%
	Depend on friends	2.5%	1.0%
	Depend on co-workers	0.0%	0.0%
	Transportation provided by facility	18.2%	*
	Other	3.3%	20.0%
	Does not move around in the community	0.8%	8.0%
121	Type of public transportation used most often:		
	Does not use public transportation	47.4%	44.0%
	Public transportation not available	26.7%	25.0%
	Mainline transit (big bus)	7.8%	11.0%
	Special transit service (STS, little bus)	8.6%	9.0%
	TAXI service	1.7%	0.0%
	Other	7.8%	11.0%

Recreational/Social/Leisure Information

123-129	Involvement in recreational/leisure activities:		
	Independent	48.7%	47.0%
	Family and friends	83.1%	71.0%
	Specialized recreation for persons w/disabilities	27.4%	29.0%
	Community programs for anyone	19.1%	15.0%
	Clubs and organizations	16.5%	11.0%
	Church/religious sponsored activities	27.0%	39.0%
	Other		9.0%
131	Leisure time location:		
	At residence	79.8%	**
	Outdoors	10.9%	**
	Indoors	5.9%	**
	Other	3.4%	**
132	With whom do you spend most of your leisure time:		
	Family	47.1%	**
	Friends	30.3%	**
	Acquaintances	9.2%	*
	Alone	5.0%	**
	Other	8.4%	**
133	Where participant met friends with disabilities:		
	While attending high school	48.7%	**
	After leaving high school	6.0%	**
	On the job	4.3%	**
	In the community	6.8%	**
	Other	34.2%	**
134	Where participant met friends without disabilities:		
	While attending high school	37.6%	**
	After leaving high school	14.5%	**
	On the job	7.7%	**
	In the community	20.5%	**
	Other	19.7%	**
135	Frequency of seeing friends:		
	Not applicable, no friends	16.0%	*
	Daily	40.3%	42.0%
	Once a week	26.1%	24.0%
	Once a month	3.4%	11.0%
	Less than once a month	14.3%	23.0%
136	Number of friends with disabilities:		
	None	35.8%	16.0%
	1-5	30.8%	49.0%
	6-10	16.7%	20.0%
	11-15	10.0%	5.0%
	16-20	2.5%	2.0%
	More than 20	4.2%	9.0%
137	Number of friends without disabilities:		
	None	16.0%	10.0%
	1-5	40.3%	49.0%
	6-10	26.1%	18.0%
	11-15	5.9%	3.0%
	16-20	2.5%	3.0%
	More than 20	9.2%	17.0%
138	Feelings about friendships:		
	Not applicable, no friends	14.5%	*
	Very happy	53.0%	44.0%
	Somewhat happy	31.6%	47.0%
	Somewhat unhappy	0.9%	8.0%
	Very unhappy	0.0%	1.0%

Postsecondary Education Information

141	Reason participant never pursued postsecondary education:		
	Does not apply, attended or attending school	36.0% (n=41)	57.0%
	Lack of money	2.6%	2.0%
	Poor grades	0.0%	0.0%
	Personal/emotional problems	1.8%	>1.0%
	Necessary support services not available	3.5%	*
	Medical reasons	13.2%	5.0%
	Lacked prerequisite coursework	1.8%	0.0%
	Participant did not feel he/she could make it in school	6.1%	*
	Lack of transportation	0.9%	0.0%
	Did not want to attend	17.5%	20.0%
	Other	16.7%	12.0%

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Transition Component

		Out of School Comparison	
		4 years after high school (N=121)	1 year after high school (N=?)
142.	Reason no longer pursuing postsecondary education:		
	NA, never attended postsecondary school	60.5%	**
	NA, currently enrolled in school	12.3% (n=14)	**
	NA, currently working	4.4%	**
	Instructors were non-supportive	0.0%	**
	Necessary support services not available	0.9%	**
	Lack of money	5.3%	**
	Coursework too difficult	2.6%	**
	Personal problems	0.9%	**
	Medical reasons	4.4%	**
	Coursework uninteresting	1.8%	**
	Adjustment difficulties	0.9%	**
	Failed TASP	0.0%	**
	Other	3.5%	**
	Graduated/completed postsecondary school program	2.6% (n=3)	**
143.	Type of postsecondary school attending:		
	NA, not attending school	79.7%	90.0%
	Community college	5.1%	4.0%
	Junior college	3.4%	0.0
	University/college (4 year)	5.1%	1.0%
	Business school	0.0%	0.0%
	High School (GED classes)	0.0%	0.0%
	Trade/technical school (proprietary school)	0.0%	0.0%
	Military training	0.0%	0.0%
	Adult Basic Education	0.8%	2.0%
	Other	5.9%	3.0%
144.	Credit hours this semester:		
	Does not apply	86.7%	**
	1-3	0.9%	**
	4-6	1.8%	**
	7-9	0.9%	**
	10-12	3.5%	**
	13-15	0.9%	**
	16 or more	5.3%	**

		Used	Need	
145.	Postsecondary services typically provided to students with disabilities:			
	Information about service availability	16.4%	3.4%	**
	Priority registration/advising	13.9%	0.9%	**
	Pre-admission information	14.0%	1.8%	**
	Flexible testing arrangements/exam modifications	11.3%	0.9%	**
	Special equipment	8.8%	0.9%	**
	Note takers	5.3%	4.4%	**
	Sign language interpreters	4.4%	0.9%	**
	Personal care attendant services	2.6%	0.0%	**
	Tutors	6.1%	4.3%	**
	Career counseling/placement	12.3%	1.8%	**
	Financial aid	8.8%	3.5%	**
	Other			**

146-155	Postsecondary school facilities currently using:		
	Library	15.9%	**
	Student union	13.3%	**
	Recreational facilities	10.6%	**
	Placement Office	8.0%	**
	Counseling center	10.6%	**
	Learning skills center	9.8%	**
	Financial aid office	8.0%	*
	Health center	6.3%	*
	Cafeteria	9.8%	*
	Other		*
	Not applicable		**

		Out of School Comparison	
		4 years after high school (N=121)	1 year after high school (N=?)
	Future Expectations Information		
157.	Expectation for owning own home:		
	Yes	30.5%	**
	No	64.4%	**
	Don't know	4.2%	**
158-164	Expectations for participation in recreational activities:		
	Independent activities	53.8%	**
	Activities with family /friends	78.2%	**
	Specialized recreation	32.2%	**
	Community supported activities	23.7%	**
	Clubs and organizations	23.1%	**
	Church/religious sponsored activities	29.3%	**
	Other		**
165-169	Future expectations in functional areas:		
	High expectation for obtaining and keeping job	55.4%	**
	High expectation for postsecondary education	24.3%	**
	High expectation for living independently next year	28.2%	**
	High expectation for part. in recreation activities	63.9%	**
	High expectations for developing new friendships	58.8%	57.0%
170.	Expectation for living arrangement this next year:		
	Living at home with parents	48.3%	55.0%
	Supervised housing/foster home	5.8%	**
	Independently in an apartment alone	6.7%	5.0%
	Independently with spouse/roommates	13.3%	9.0%
	Federally subsidized housing	0.0%	**
	Public facility	4.2%	**
	Private facility	5.8%	**
	Other	15.8%	**
171.	Expectation for future employment:		
	Full time competitive employment w/o support	26.7%	**
	Part time competitive employment w/o support	13.3%	**
	Part time employment with support	11.7%	**
	Noncompetitive employment	4.2%	**
	Other	10.8%	**
	No plans for employment	33.3%	*
172.	Postsecondary school goal:		
	NA, not attending postsecondary school	74.4%	*
	Self improvement/personal enrichment	5.1%	*
	To obtain a degree or certificate	13.7%	**
	To help with vocational/career goals	4.3%	**
	Other	2.6%	**

*These options were not found on the survey form for this particular year.
**This information is not available.

Longitudinal Component (1995-1996)

	Out of School Comparison	
	5 years after high school (N=171)	2 years after high school (N=538)
Participant and Family Information		
1. Program completed in high school:		
college preparation	5.7%	**
general education	21.5%	**
vocational education for students receiving special education services	46.2%	**
regular vocational education for all students	13.3%	**
Other	13.3%	**
2-6. Ownership of written plans:		
Individual Program Plan	33.7%	**
Individual Habilitation Plan	16.6%	**
Individual Treatment Plan	18.3%	**
Individual Written Rehabilitation Plan	11.1%	**
Other		
7-11. Attend meeting to develop written plans:		
Individual Program Plan	32.1%	**
Individual Habilitation Plan	15.0%	**
Individual Treatment Plan	20.2%	**
Individual Written Rehabilitation Plan	10.5%	**
Other		
12-16. Family member attend meeting to develop written plans:		
Individual Program Plan	32.3%	**
Individual Habilitation Plan	13.3%	**
Individual Treatment Plan	18.2%	**
Individual Written Rehabilitation Plan	9.6%	**
Other		
17. Helped to develop goals/objectives for written plans:	39.5%	**
18-27. Services received this past year:		
Texas Rehabilitation Commission	18.0%	23.0%
Tx Department MH/MR	15.0%	5.0%
Texas Department of Health	9.8%	>1.0%
Texas Department of Human Services	11.6%	6.0%
Texas Commission for the Blind	8.7%	3.0%
Texas Workforce Commission	8.1%	6.0%
Texas Commission for the Deaf	6.4%	>1.0%
Department of Criminal Justice/Corrections	8.1%	*
Independent Living Centers	8.1%	1.0%
Other provider		12.0%
28-31. Criminal Justice System		
Misdemeanor conviction	11.0% (n=19)	3.0%
Misdemeanor conviction more than once	6.9% (n=12)	*
Felony conviction	8.7% (n=15)	2.0%
Felony conviction more than once	7.6% (n=13)	*
Employment Information		
32. Have personal information sheet or resume/vita:	22.6%	11.0%
33. Primary daily activity:		
Competitive employment (full time)	41.5%	46.0%***
Competitive employment (part time)	11.3%	***
Sheltered vocational training	4.4%	4.0%
Community Based Vocational Instruction	0.0%	*
Day activity center	0.0%	>1.0%
Homemaker	7.5%	1.0%
Volunteer work	1.3%	>1.0%
Student (full time)	3.8%	6.0%
Student (part time)	2.5%	*
Unemployed	14.5%	33.0%
Other	3.2%	*

	Out of School Comparison	
	5 years after high school (N=171)	2 years after high school (N=538)
34-48. Reasons it is difficult to find employment:		
Lack of accessibility in the workplace	9.8%	*
Lack of transportation	14.3%	6.0%
Lack of jobs in the community	20.0%	14.0%
Lack of jobs for which I have been trained	19.9%	*
No one to assist with finding a job	14.5%	5.0%
No one to give attendant care	10.4%	*
No one to provide OTJ coaching/job support	15.2%	*
Lack of job training for jobs available	22.9%	6.0%
Would lose social security benefits	11.5%	1.0%
Medical/health conditions	16.3%	10.0%
Family responsibility	15.7%	12.0%
Currently in training program	12.8%	*
Have not looked for a job/don't want to work	16.4%	31.0%
Problems getting along with others on the job	9.9%	*
Other		46.0%
49. Different employers since high school:		
none	17.0%	**
one	18.2%	**
two	18.9%	**
three	17.6%	**
four or more	19.5%	**
six or more	8.8%	*
50. Reason you lost your job:		
Fired	6.4%	*
Quit	42.1%	*
Health/medical reasons	1.4%	*
Left work to attend school/college	7.9%	*
Lacked transportation	0.7%	*
Job ended	11.4%	*
Other	30.0%	*
51. Employed for the past six months:	77.7%	*
52. Did high school prepare you for your current job?		
yes	63.4%	*
no	34.4%	*
don't know	2.3%	*
54-64. Fringe benefits with current job:		
Paid vacations	50.4%	**
Paid overtime	55.2%	*
Paid sick leave	43.9%	**
Paid life insurance	36.0%	*
Paid/partially paid health insurance	44.7%	**
Paid/partially paid dental insurance	32.7%	**
Retirement	32.7%	*
Free meals	23.4%	*
Equal chance for promotion	62.2%	*
Other		**
Employed without fringe benefits	41.3%	**
65. Time on current job:		
Less than six months	21.9%	35.0%
Six months but less than one year	19.0%	30.0%
One year but less than two years	19.0%	24.0%
Two or more years	40.0%	11.0%

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***The response option on the survey form for this year was [employment].

Longitudinal Component

		Out of School Comparison	
		5 years after high school (N=171)	2 years after high school (N=538)
66.	Job category descriptions:		
	Professional, technical, managerial	8.6%	2.0%
	Clerical and sales	19.0%	15.0%
	Service occupations	24.8%	36.0%
	Agriculture, fishery, forestry	1.9%	4.0%
	Processing occupations	2.9%	8.0%
	Machine trades	8.6%	5.0%
	Benchwork occupations	0.0%	2.0%
	Structural work	8.6%	8.0%
	Miscellaneous	25.7%	22.0%
67.	Person or agency most helpful in obtaining current job:		
	Self	47.3%	**
	Friend	6.4%	**
	Family	18.2%	**
	School personnel	8.2%	**
	Texas Workforce Commission	0.9%	**
	Texas Rehabilitation Commission	4.5%	**
	Texas Commission for the Blind	0.0%	**
	Texas Department of Human Services	0.9%	**
	Tx Department MH/MR	3.6%	**
	JTPA/Private Industry Council Program	0.0%	**
	Other	10.0%	**
68.	Number of hours worked per week:		
	Less than 10 hours/week	1.9%	**
	10 but less then 20 hours/week	9.4%	**
	20 but less than 30 hours/week	14.2%	**
	30 but less than 40 hours/week	18.9%	**
	40 or more hours/week	55.7%	**
69.	Hourly wage:		
	Less than $1.00 per hour	3.0%	3.0%
	$1.00 but less than $3.00 per hour	8.0%	4.0%
	$3.00 but less than $5.00 per hour	19.0%	57.0%
	$5.00 but less than $7.00 per hour	37.0%	27.0%
	$7.00 but less than $9.00 per hour	16.0%	6.0%
	$9.00 but less than $11.00 per hour	10.0%	3.0%(***)
	$11.00 but less than $13.00 per hour	3.0%	(***)
	$13.00 or more per hour	4.0%	>1.0%(***)
70.	Annual income:		
	Less than $3,000	19.0%	29.0%
	$3,000 but less than $6,000	15.0%	24.0%
	$6,000 but less than $9,000	10.0%	24.0%
	$9,000 but less than $12,000	14.0%	15.0%
	$12,000 but less than $15,000	13.0%	6.0%
	$15,000 but less than $18,000	11.0%	>1.0%(***)
	$18,000 but less than $21,000	9.0%	(***)
	$21,000 ,but less than $24,000	3.0%	>1.0%(***)
	$24,000 or more a year	6.0%	>1.0%(***)
71.	Feelings about current job:		
	Very satisfied	56.6%	48.0%
	Somewhat satisfied	33.0%	41.0%
	Somewhat dissatisfied	10.4%	6.0%
	Very dissatisfied	0.0%	4.0%

		Out of School Comparison	
		5 years after high school (N=171)	2 years after high school (N=538)
	Independent Living Information		
73.	Driver's license	57.0%	51.0%
74.	Registered to vote	57.9%	**
75.	Voted in last election	24.4%	*
76.	Uses photo identification card	45.0%	**
77.	Access to working car/truck	61.6%	58.0%
78-84.	Services participant receives:		
	Child care	10.5%	*
	Attendant services	11.7%	*
	Fiscal budgeting	13.4%	*
	Family support programs/services	11.6%	*
	Housekeeping assistance	11.6%	*
	Transportation	15.5%	*
	Other		*
85-91.	Services needed but not getting:		
	Child care	9.4%	**
	Attendant services	7.1%	**
	Fiscal budgeting	8.8%	**
	Family support programs/services	10.6%	**
	Housekeeping assistance	7.7%	**
	Transportation	15.0%	**
	Other		**
92-102.	Benefits participant receives:		
	Social Security Income	63.8%	**
	Social Security Disability Income	12.4%	**
	Medicaid	35.7%	*
	Food Stamps	17.1%	*
	Aid to Families with Dependent Children	8.3%	**
	General assistance	6.5%	**
	Work Incentive Now (SS-WIN)	6.5%	*
	Job Training Partnership Act	7.7%	*
	Women, Infants, and Children program	8.9%	*
	Section 8 housing	8.3%	*
	Other		**
103-113.	Benefits needed but not getting:		
	Social Security Income	15.2%	*
	Social Security Disability Income	9.1%	*
	Medicaid	19.9%	*
	Food Stamps	15.2%	*
	Aid to Families with Dependent Children	9.6%	*
	General assistance	8.4%	*
	Work Incentive Now (SS-WIN)	7.7%	*
	Job Training Partnership Act	12.4%	*
	Women, Infants, and Children program	8.4%	*
	Section 8 housing	12.7%	*
	Other		*
114.	Current living arrangement:		
	Parents or other family members	54.7%	71.0%
	Supervised apartment	0.0%	>1.0%
	Group home	6.2%	2.0%
	Nursing home	0.0%	>1.0%
	State school/hospital	3.7%	*
	Correctional facility/jail/prison	0.0%	*
	College facility/dorm	1.2%	*
	Independently alone or with others	32.3%	17.0%
	Other	1.9%	4.0%

69. (***)The response options on the survey for this year are [$9 up to <$12], and [$12 or more].

70. (***)The response options on the survey for this year are [$15,000 to $19,999], [$20,000 to $24,999], and [$25,000 or more].

Longitudinal Component

	Out of School Comparison	
	5 years after high school (N=171)	2 years after high school (N=538)
115. Own/co-own home:		
Yes	13.9%	*
No	85.0%	*
Don't know	1.2%	*
116. Apartment, townhouse,etc. rental:		
Yes	34.1%	*
No	65.3%	*
Don't know	0.6%	*
117. Number of children:		
One	12.4%	9.0%
Two	7.5%	1.0%
Three or more	2.5%	<1.0%
None	77.6%	90.0%
118. Marital status:		
Currently married	20.4%	6.0%
Separated	1.2%	0.0%
Divorced	0.6%	>1.0%
Widowed	0.0%	**
Never married	77.8%	94.0%
119. Length of marriage:		
Less than one year	5.0%	
More than one year, less than three	9.3%	
More than three years, less than five	6.2%	
More than five years	2.5%	
Not applicable	77.0%	
120. Primary means of getting around in the community:		
Walk	3.8%	5.0%
Ride a bicycle	1.9%	1.0%
Drive motor vehicle	52.5%	49.0%
Use public transportation	5.0%	10.0%
Depend on family members	23.1%	25.0%
Depend on friends	2.5%	3.0%
Depend on co-workers	0.0%	1.0%
Transportation provided by facility	11.3%	*
Other	0.0%	4.0%
Does not move around in the community	0.0%	1.0%
121. Type of public transportation used most often:		
Does not use public transportation	79.1%	*
Public transportation not available	3.2%	*
Mainline transit (big bus)	11.4%	62.0%
Special transit service (STS, little bus)	2.5%	12.0%
TAXI service	0.6%	3.0%
Other	3.2%	24.0%

Recreational/Social/Leisure Information

123-129. Involvement in recreational/leisure activities:		
Independent	82.0%	67.0%
Family and friends	92.4%	28.0%
Specialized recreation for persons w/disabilities	17.2%	6.0%
Community programs for anyone	16.6%	6.0%
Clubs and organizations	16.4%	8.0%
Church/religious sponsored activities	38.7%	18.0%
Other		5.0%
131. Leisure time location:		
At residence	61.3%	**
Outdoors	23.1%	**
Indoors	11.9%	**
Other	3.8%	**

	Out of School Comparison	
	5 years after high school (N=171)	2 years after high school (N=538)
132. With whom do you spend most of your leisure time:		
Family	57.8%	*
Friends	31.7%	*
Acquaintances	3.1%	*
Alone	4.3%	*
Other	3.1%	*
133. Where participant met friends with disabilities:		
While attending high school	48.4%	**
After leaving high school	17.4%	**
On the job	4.5%	*
In the community	4.5%	*
Other	25.2%	*
134. Where participant met friends without disabilities:		
While attending high school	34.2%	**
After leaving high school	28.5%	**
On the job	10.1%	*
In the community	12.0%	*
Other	15.2%	*
135. Frequency of seeing friends:		
Not applicable, no friends	2.5%	8.0%
Daily	36.7%	48.0%
Once a week	41.1%	36.0%
Once a month	12.0%	10.0%
Less than once a month	7.6%	1.0%
136. Number of friends with disabilities:		
None	33.5%	*
1-5	48.1%	*
6-10	5.7%	*
11-15	5.7%	*
16-20	2.5%	*
More than 20	4.4%	*
137. Number of friends without disabilities:		
None	9.6%	11.0%
1-5	40.4%	37.0%
6-10	19.9%	20.0%
11-15	9.0%	9.0%
16-20	3.8%	5.0%
More than 20	17.3%	18.0%
138. Feelings about friendships:		
Not applicable, no friends	2.6%	
Very happy	69.0%	68.0%
Somewhat happy	25.2%	27.0%
Somewhat unhappy	2.6%	5.0%
Very unhappy	0.6%	>1.0%

Postsecondary Education Information

141. Reason participant never pursued postsecondary education:		
Does not apply, attended or attending school	40.4% (n=63)	16.0%
Lack of money	9.0%	11.0%
Poor grades	0.6%	>1.0%
Personal/emotional problems	1.9%	2.0%
Necessary support services not available	0.6%	*
Medical reasons	1.3%	2.0%
Lacked prerequisite coursework	4.5%	4.0%
Participant did not feel he/she could make it in school	6.4%	*
Lack of transportation	0.0%	>1.0%
Did not want to attend	28.8%	41.0%
Other	6.4%	20.0%

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Longitudinal Component

		Out of School Comparison	
		5 years after high school (N=171)	2 years after high school (N=538)
142.	Reason no longer pursuing postsecondary education:		
	NA, never attended postsecondary school	60.8%	**
	NA, currently enrolled in school	8.2% (n=13)	**
	NA, currently working	10.8%	*
	Instructors were non-supportive	0.6%	*
	Necessary support services not available	0.6%	*
	Lack of money	5.7%	21.0%
	Coursework too difficult	1.9%	*
	Personal problems	2.5%	10.0%
	Medical reasons	0.6%	4.0%
	Coursework uninteresting	1.9%	3.0%
	Adjustment difficulties	0.6%	3.0%
	Failed TASP	0.6%	1.0%
	Other	3.2%	46.0%
	Graduated/completed postsecondary school program	1.9% (n=3)	*
143.	Type of postsecondary school attending:		
	NA, not attending school	84.1%	75.0%
	Community college	3.8%	12.0%
	Junior college	1.3%	*
	University/college (4 year)	4.5%	4.0%
	Business school	0.6%	>1.0%
	High School (GED classes)	0.0%	>1.0%
	Trade/technical school (proprietary school)	2.5%	1.0%
	Military training	0.0%	1.0%
	Adult Basic Education	0.0%	*
	Other	3.2%	7.0%
144.	Credit hours this semester:		
	Does not apply	90.5%	*
	1-3	2.5%	*
	4-6	1.3%	*
	7-9	1.9%	*
	10-12	3.2%	*
	13-15	0.6%	*
	16 or more	0.0%	*
145.	Postsecondary services typically provided to students with disabilities:		
		Used / Need	
	Information about service availability	19.4% / 5.9%	*
	Priority registration/advising	17.1% / 4.1%	*
	Pre-admission information	20.6% / 3.5%	*
	Flexible testing arrangements/exam modifications	12.4% / 6.5%	*
	Special equipment	8.3% / 1.8%	*
	Note takers	7.8% / 4.2%	*
	Sign language interpreters	7.1% / 2.4%	*
	Personal care attendant services	6.5% / 1.8%	*
	Tutors	8.3% / 6.5%	*
	Career counseling/placement	17.1% / 7.1%	*
	Financial aid	16.5% / 7.6%	*
	Other		*
146-155.	Postsecondary school facilities currently using:		
	Library	18.4%	*
	Student union	14.7%	*
	Recreational facilities	14.1%	*
	Placement Office	10.4%	*
	Counseling center	14.8%	*
	Learning skills center	11.1%	*
	Financial aid office	11.1%	*
	Health center	8.5%	*
	Cafeteria	10.6%	*
	Other		*
	Not applicable	77.9%	*

		Out of School Comparison	
		5 years after high school (N=171)	2 years after high school (N=538)
	Future Expectations Information		
157.	Expectation for owning own home:		
	Yes	60.5%	*
	No	35.9%	*
	Don't know	3.6%	*
158-164.	Expectations for participation in recreational activities:		
	Independent activities	84.4%	**
	Activities with family /friends	96.4%	**
	Specialized recreation	19.4%	**
	Community supported activities	27.9%	**
	Clubs and organizations	28.1%	**
	Church/religious sponsored activities	37.0%	*
	Other		**
165-169.	Future expectations in functional areas:		
	High expectation for obtaining and keeping job	75.8%	81.0%
	High expectation for postsecondary education	28.4%	53.0%
	High expectation for living independently next year	52.6%	70.0%
	High expectation for part. in recreation activities	92.3%	87.0%
	High expectations for developing new friendships	78.2%	88.0%
170.	Expectation for living arrangement this next year:		
	Living at home with parents	41.1%	24.0%
	Supervised housing/foster home	1.3%	4.0%
	Independently in an apartment alone	15.8%	28.0%
	Independently with spouse/roommates	28.5%	37.0%
	Federally subsidized housing	0.6%	<1.0%
	Public facility	3.8%	3.0%
	Private facility	4.4%	2.0%
	Other	4.4%	2.0%
171.	Expectation for future employment:		
	Full time competitive employment w/o support	59.2%	**
	Part time competitive employment w/o support	8.9%	**
	Part time employment with support	4.5%	*
	Noncompetitive employment	6.4%	*
	Other	0.6%	**
	No plans for employment	20.4%	*
172.	Postsecondary school goal:		
	NA, not attending postsecondary school	76.3%	*
	Self improvement/personal enrichment	1.3%	*
	To obtain a degree or certificate	14.1%	*
	To help with vocational/career goals	7.1%	*
	Other	1.3%	*

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*These options were not found on the survey form for this particular year.
**This information is not available.

Appendix D

Responding School Districts During 1995-1996 School Year

LONGITUDINAL COMPONENT

Alpine ISD

Benavides ISD

Brownwood ISD

Burkeville ISD

Collinsville ISD

DeKalb ISD

Corpus Christi ISD

Denton ISD

Falls City ISD

Fort Worth ISD

Frenship ISD

Garland ISD

Hays ISD

Killeen ISD

La Porte ISD

Laredo ISD

Leander ISD

Midway ISD

Pampa ISD

Perryton ISD

Texas City ISD

Waco ISD

Waxahachie ISD

Cypress Fairbanks ISD

Deer Park ISD

Kingsville ISD

Taylor ISD

Temple ISD

TRANSITION COMPONENT

Abilene ISD

Alief ISD

Allen ISD

Austin ISD

Benavides ISD

Childress ISD

Columbia-Brazoria ISD

Copperas Cove ISD

Corpus Christi ISD

Crosby ISD

Dallas ISD

Eanes ISD

Era ISD

Hallsville ISD

Hereford ISD

Hughes Springs ISD

Judson ISD

Lamar ISD

Memphis ISD

North East ISD

Pharr-San Juan-Alamo ISD

Quanah ISD

San Felipe Del Rio ISD

Temple ISD

Terrell ISD

Waller ISD

Abbott ISD

Aldine ISD

Alvin ISD

Brownsboro ISD

Bryan ISD

Edgewood ISD

Madisonville ISD

Appendix E

Focus Groups by Location and Participants

Focus Group Breakdown by Location and Participants

LOCATION	PARTICIPANTS
Austin	(2) Adult Service Agency (2) Education Service Center (2) School District Personnel
Houston	(3) Adult Service Agency (8) School District Personnel (3) Education Service Center (4) Community College
Fort Worth	(2) Adult Service Agency (2) Education Service Center (2) School District Personnel (2) Parent
Richardson	(11) Adult Service Agency (8) School District Personnel (2) Education Service Center (2) Parent (1) Student
Edinburg	(2) Adult Service Agency (4) School District Personnel (2) Education Service Center
San Angelo	(5) School District Personnel (3) Education Service Center (1) Adult Service Agency
Kilgore	(2) Adult Service Agency (1) School District Personnel (1) Education Service Center
Wichita Falls	(1) Adult Service Agency (9) School District Personnel (2) Education Service Center
Amarillo	(2) Adult Service Agency (3) School District Personnel (3) Education Service Center (1) Legislative Representative

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